

Central Idea and Summary: Substitute Notes

C04-L02-TEACHER · v0.1.0 · Teacher copy · derived from L02 v0.2.5

This is an independent-use extract of the current L02 lesson, not the full 40-minute teacher-led sequence. The learner packet includes the passage, a brief strategy reminder, directions, response space, and optional planning organizer.

Suggested window: about 20 minutes (planning estimate; not tested): 4 minutes to read and mark, 4 minutes to plan, 10 minutes to draft, and 2 minutes to check. Provide more time if needed. Materials: one learner packet and pencil per learner; highlighter optional; no device required.

Before and during the assignment

Follow the verified local handoff for attendance, movement, help, and collection. Give one packet to each learner. Ask learners to read the printed target and directions and work independently. You may repeat a direction without naming a topic, central idea, or detail. Do not teach or score this as a diagnostic measure. Collect all pages; note time or access changes through the local return route.

Answer guidance

Topic: the activity notice board.

Topic: the activity notice board. Central idea: A consistent routine for grouping and updating notices made current activities easier to find. Summary: At first, notices were posted wherever space looked open, so older dates could be covered and visitors had to scan the board. Volunteers grouped notices under headings, added end dates, removed expired notices and put the current schedule near the entrance. Those steps made current activities easier to find.

The central idea describes the effect of the whole routine, not only a board, heading or date. The summary uses the initial difficulty and several routine details, accurately staying within the fictional passage.

Acceptable example: Topic: finding current activities. Central idea: Organizing notices into sections and updating them regularly helped visitors find current information. The volunteers used headings and end dates, removed expired notices, and placed the current schedule near the entrance. This made it easier to locate the week's activities.

Accept other complete-sentence central ideas that describe how the organization/update routine improves access to current notices. The summary must contain at least two accurate key details, stay objective and avoid outside facts; exact wording and order can vary.

Use the criteria separately

Central idea: states in a complete sentence an important point developed across the whole passage; it is more than the topic and broader than one isolated detail.

Accept: Accept accurate paraphrases and different sentence forms. A topic word or one small detail alone is partial evidence, not a complete central idea.

Key details: the summary includes at least two accurate, relevant details that support or clarify the central idea.

Accept: Accept any two or more relevant details from the passage. Do not require every detail or a fixed order.

Summary: briefly combines the central idea with key details in the learner's own words and represents the passage accurately.

Accept: Accept 2–3 clear sentences as requested; concise bullets may show partial content but do not meet the assigned written-summary form. Do not score stylistic similarity.

Objective accuracy: leaves out personal opinion and unsupported outside information and does not distort what the passage says.

Accept: A small wording difference is acceptable when the meaning remains faithful. Spelling and grammar are not scored unless they prevent the meaning from being understood.

This short response shows only what the learner did with this passage and prompt. Do not assign a norm, diagnostic label, or broad reading-mastery conclusion.

Support: the printed organizer reduces planning load without selecting evidence. Follow only access information authorized through the school's local handoff. Extension: use the separate-sheet task on the learner copy.

Content and answer guidance derived from L02 v0.2.5; no new passage or external source is introduced.