

Ideas are the meaning and development of the message of a communication. Learners generate ideas and supporting details in relation to the audience and purpose in a variety of communication forms. The main idea is developed through accurate and relevant details.

What does it look like in the classroom?

The workshop model supports learners in their strategies to generate and develop ideas. Further, it supports learners to develop a clear main idea and support that main idea through relevant details and examples.

Time to Teach	<p>Time to Teach provides support for learners as they develop strategies to generate and develop ideas. Learners require explicit instruction on the strategies. During Time to Teach, teachers can:</p> <ul style="list-style-type: none">● explicitly teach reading as a writer, using mentor texts to show various ways author's craft ideas and the supporting details● model through read-aloud how a reader highlights or underlines ideas and relevant details● model how to fill out a range of graphic organisers to help focus ideas and details● model narrowing the topic to a clear main idea in information texts● explicitly instruct how to identify main ideas across a variety of genres and text forms● show learners how certain text features (key words, headings, captions) highlight the main idea● use a variety of print and non-print mentor texts to demonstrate how ideas are generated based on audience and purpose● model the process of grouping and classifying information● identify and distinguish between a theme, main idea, or key message, and supporting events or details● demonstrate how the author of narrative texts develops the main idea or theme by identifying details or events● model how to use accurate and relevant details to support ideas● provide mini or focus lessons on different strategies learners can use to develop ideas● model proof-reading and revision strategies to ensure that supporting details develop the main idea throughout the entire piece
Time to Practise	<p>Time to Practise provides opportunities for learners to develop and refine their idea development strategies. Teachers can provide individual or small group instruction to support learners with specific learning needs. During Time to Practise learners can :</p>

	<ul style="list-style-type: none"> ● use co-created anchor charts asking such questions as: <ul style="list-style-type: none"> - <i>Have I identified my audience and purpose?</i> - <i>Is my main idea or thesis statement clear?</i> - <i>Have I supported the main idea with relevant details and examples?</i> - <i>Are my supporting details accurate and relevant?</i> - <i>Have I cited the sources of my information?</i> ● freewrite, sketch, brainstorm, and talk with others to generate, develop, and refine ideas ● use imagination and experiences to generate ideas ● develop texts using relevant details and events that support a main idea or theme ● talk during and after read-aloud, shared or guided reading to identify main ideas and supporting details ● ask questions and talk about their own writing (e.g. What is my main message? Are all of my details related to the topic?) ● experiment with a variety of graphic organizers to further focus their ideas and supporting details ● explore author's craft in mentor texts to generate and develop ideas ● talk with peers about how to add relevant details to support the main idea and use feedback to make improvements
Time to Reflect and Share	<p>Time to Reflect and Share allows learners to consider how ideas are generated and developed to improve the effectiveness of their communications. During time to Reflect and Share learners can:</p> <ul style="list-style-type: none"> ● critically reflect on the strategies that work best for their generation and development of ideas ● consider how their ideas changed and developed over the course of different drafts ● consider the role of audience and purpose in making decisions about ideas and the supporting details ● think about how using mentor texts can be a springboard for generating and developing ideas ● reflect on how experiences contribute to ideas for various communication forms ● communicate which graphic organizer best supports idea generation and development ● reflect on the strategies to generate and develop ideas ● think about how the source(s) cited help to strengthen the development of their main idea.

For more suggestions to support ideas, please refer to [“Nova Scotia Assessment: Reading and Writing Grade 8: *Lessons Learned*”](#)