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| Common Core Anchor Standard (RI.2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | MAIN ACADEMIC DEMAND Summarize Text by Determining Main Idea and Supporting Details | | |
| Common Core Grade 7 Standard (RI.7.2): Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | | | | GRADE LEVEL ACADEMIC DEMAND Summarize Text and Analyze Development of Two or More Central Ideas | | |
| 5 Levels of Language Development | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) | |
| When acquiring a new language, using grade level texts and appropriate supports, students are able to: | | | | | | |
| RECEPTIVE | Oracy and Literacy Links | Listening-Centered Activity: Organize <i>pretaught words and phrases on a double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on a double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information on a double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information, when taking notes independently</i> , to identify two or more central ideas, as text is read in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Organize <i>pretaught words and phrases on a double plot line diagram</i> to analyze the development of two or more central ideas over the course of a text | Reading-Centered Activity: Organize <i>preidentified words and phrases on a double plot line diagram</i> to analyze the development of two or more central ideas over the course of a text | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed double plot line diagram</i> to analyze the development of two or more central ideas over the course of a text | Reading-Centered Activity: Organize <i>information on a double plot line diagram, after teacher modeling</i> , to analyze the development of two or more central ideas over the course of a text | Reading-Centered Activity: Organize <i>information on a double plot line diagram, independently</i> , to analyze the development of two or more central ideas over the course of a text |
| | | in the <i>new and/or the home language</i> . | in the <i>new and/or the home language</i> . | in the <i>new and, occasionally, in the home language</i> . | in the <i>new language</i> . | in the <i>new language</i> . |

| 5 Levels of Language Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
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| PRODUCTIVE | Oracy and Literacy Links | Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that provide an objective summary of the text, when speaking in <i>partnership and/or teacher-led small groups</i> | Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that provide an objective summary of the text, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>information, independently</i> , to provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that provide an objective summary and analyze the development of two or more central ideas | Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that provide an objective summary and analyze the development of two or more central ideas | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that provides an objective summary and analyzes the development of two or more central ideas | Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that provides an objective summary and analyzes the development of two or more central ideas | Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that provides an objective summary and analyzes the development of two or more central ideas |
| | | in the <i>new and/or the home language</i> . | in the <i>new and/or the home language</i> . | in the <i>new and, occasionally, in the home language</i> . | in the <i>new language</i> . | in the <i>new language</i> . |

Common Core Grade 7 Standard (RI.7.2): Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

GRADE LEVEL ACADEMIC DEMAND
*Summarize Text and Analyze
 Development of Two or More Central Ideas*

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (e.g., two central ideas can be exemplified by related words—wood/wooden; flammable/fast burning/fire hazards).
- Analyze transitional words and phrases (e.g., but, because, despite, actually).
- Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).

Examples to Address the Linguistic Demands

| Text Excerpt | Teacher Directions |
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| <p>Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were <i>actually</i> jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, <i>but</i> a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin.</p> <p>The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally. <i>Because</i> both Patrick and Catherine O’Leary worked, they were able to put a large addition on their cottage <i>despite</i> a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.</p> <p>Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.</p> <p>Murphy, J. (1995). The great fire. In <i>A city ready to burn</i> (Chapter 1). New York: Scholastic. (From Appendix B, CCSS, p. 94.)</p> | <p>In small group/whole class discussion, analyze how to determine the main ideas of a text and their development as well as their supporting details by focusing on:</p> <ul style="list-style-type: none"> Identify words or phrases that have the same meaning and that appear throughout the text or paragraph. In this example, there are two central ideas (bold). The first one is exemplified by the words: wood/wooden and the second one by the words: flammable/fast burning/fire hazards. Identify transitional words (<i>italics</i>) (e.g., <i>actually</i>, <i>but</i>, <i>because</i>, <i>despite</i>). Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are). |