

<b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			<b>MAIN ACADEMIC DEMAND</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i>		
<b>Common Core Grade 3 Standard (RL.3.2):</b> Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Recount Multicultural Texts</i> <i>Determine the Main Idea of Each and Explain How It Is Conveyed by Key Details of Text</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Place <i>pretaught</i> words and phrases on a main idea graphic organizer to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Place <i>preidentified</i> words and phrases on a main idea graphic organizer to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Place <i>phrases and sentences</i> on a partially completed main idea graphic organizer to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Place <i>information</i> on a main idea graphic organizer to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught</i> words and phrases on a story map to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )	<b>Reading-Centered Activity:</b> Organize <i>preidentified</i> words and phrases on a story map to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences</i> on a partially completed story map to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )	<b>Reading-Centered Activity:</b> Organize <i>information</i> on a story map, after teacher modeling, to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that recount multicultural stories, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that recount multicultural stories, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to recount multicultural stories, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to recount multicultural stories, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to recount multicultural stories, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that determines the central idea of a multicultural text and explains how it is conveyed through key details in the text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that determine the central idea of a multicultural text and explain how it is conveyed through key details in the text	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that determines the central idea of a multicultural text and explains how it is conveyed through key details in the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that determines the central idea of a multicultural text and explains how it is conveyed through key details in the text	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that determines the central idea of a multicultural text and explains how it is conveyed through key details in the 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> .

**Common Core Grade 3 Standard (RL.3.2):** Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Recount Multicultural Texts*  
*Determine the Main Idea of Each and Explain How It Is Conveyed by Key Details of Text*

**Linguistic Demands:** The following are 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.

- Use own words to recount, following the same sequence of the text.
- Identify the central message by focusing on words and phrases that are repeated throughout the text.
- Use adjectives (e.g., narrow, shallow, long-necked) that provide details.
- Identify transitional words (e.g., but, so, and, as) that introduce and explain details.
- Identify the central message, lesson or moral in a story by using abstract nouns (e.g., fear, friendship, love).

### Examples to Address the Linguistic Demands

#### Text Excerpt

The Fox and the Stork

At one time the **Fox** and the **Stork** were on visiting terms and seemed very good friends. So the **Fox** invited the *Stork* to dinner, and for a joke put nothing before *her* but some soup in a very shallow dish. This the **Fox** could easily lap up, but the *Stork* could only wet the end of *her* long bill in it, and left the meal as hungry as when *she* began. “**I** am sorry,” said the **Fox**, “the soup is not to *your* liking.”

“Do not apologize,” said the *Stork*. “*I* hope you will come and dine with me soon.” So a day was appointed when the **Fox** should visit the *Stork*; but when they were seated at table all that was for their dinner was contained in a very long-necked jar with a narrow mouth. The **Fox** could not insert **his** snout, so all **he** could manage to do was to lick the outside of the jar. “*I* will not apologize for the dinner,” said the *Stork*.

The fox and the stork. In *Aesop's fables*. Retrieved from <http://www.aesopfables.com/cgi/aesopl.cgi?srch&fabl/TheFoxandtheStork>

#### Teacher Directions

In small group/whole class discussion, identify and explain the main idea and key details from the text:

- Identify the central message by focusing on words or phrases that appear throughout the text. The fox and related pronouns appear in **bold** (e.g., **Fox**, **I**, **he**, **his**). The Stork and related pronouns appear in *italics* (e.g., *Stork*, *her*, *she*).
- Identify the adjectives related to the way the soup was served by the Fox and the Stork (underline) (e.g., long, shallow, narrow).
- Identify the transition words (wavy underline) (e.g., at one time, but, so, and, as) that introduce details.
- Identify the central message, lesson or moral in a story by using abstract nouns (e.g., retribution; since the central message is that the fox tricked the stork and then the stork tricked the fox).
- Use own words to recount, following the same sequence of the text (e.g., first, then, finally).