

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 3 Standard (RI.3.2): Determine the main idea of a text; recount the key details and explain how they support the main idea.				GRADE LEVEL ACADEMIC DEMAND Determine Main Idea and Key Details and Explain How They Support the Main Idea		
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 main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created main idea web, independently</i> , to determine the main idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify the main idea and key details of a text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify the main idea and key details of a text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify the main idea and key details of a text	Reading-Centered Activity: Organize <i>sentences on a main-idea-and-details graphic organizer, after teacher modeling</i> , to identify the main idea and key details of a text	Reading-Centered Activity: Organize <i>information on a self-created main-idea-and-details graphic organizer, independently</i> , to identify the main idea and key details 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)
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 explain how the key details of a text support the main idea, 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 explain how the key details of a text support the main idea, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain how the key details of a text support the main idea, 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 explain how the key details of a text support the main idea, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to explain how the key details of a text support the main idea, 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 a cloze paragraph</i> that determines the main idea of a text and explains how it is supported by key details	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that determine the main idea of a text and explain how it is supported by key details	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 determines the main idea of a text and explains how it is supported by key details	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that determines the main idea of a text and explains how it is supported by key details	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that determines the main idea of a text and explains how it is supported by key details
		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 (RI.3.2): Determine the main idea of a text; recount the key details and explain how they support the main idea.

GRADE LEVEL ACADEMIC DEMAND
*Determine Main Idea and Key Details and Explain
How They Support the Main Idea*

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 that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
- Identify/use words transitional words (e.g., sequencing words—when, then, after, most) to recount and explain key details.
- Use adjectives that provide details about the text.
- Use own words to recount, following the same sequence as the text presents.

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Why is the ocean salty?</p> <p>Much of the salt in the <i>ocean water</i> comes from rocks. Rocks have salt in them. <u>When</u> rocks are <i>worn down by water</i>, the salt goes <i>into the water</i>. <u>Most</u> of the salt in the <i>ocean</i> is the same kind that we put on food.</p> <p>Cole, J., & Degen, B. (1994). <i>The magic school bus on the ocean floor</i>. New York: Scholastic.</p>	<p>In small group/whole class discussion, model how to</p> <ul style="list-style-type: none">• Identify related nouns (bold) (e.g., salt, rocks, water) that appear frequently.• Identify nouns, their associated pronouns and phrases (<i>italics</i>) (e.g., <i>ocean, worn down by water, goes into water</i>) that also appear frequently throughout the text.• Identify transition words (adverbs in this case) (<u>underline</u>) (e.g., <u>much</u>, <u>when</u>, <u>most</u>) that introduce details in the text.• Use own words to recount, following the same sequence as the text presents.