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|--|--|---|---|--|--|--|
| <p><b>Common Core Anchor Standard (RI.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> |  | <p><b>MAIN ACADEMIC DEMAND</b><br/><i>Summarize Text by Determining Main Idea and Supporting Details</i></p>  |   |  |  |  |
| <p><b>Common Core Grade 3 Standard (RI.3.2):</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>                  |  | <p><b>GRADE LEVEL ACADEMIC DEMAND</b><br/><i>Determine Main Idea and Key Details and Explain How They Support the Main Idea</i></p>   |   |  |  |  |
| <p>5 Levels of Language Development</p>  | <p><b>Entering (Beginner)</b></p>      | <p><b>Emerging (Low Intermediate)</b></p>   | <p><b>Transitioning (High Intermediate)</b></p>   | <p><b>Expanding (Advanced)</b></p>   | <p><b>Commanding (Proficient)</b></p>  |  |
| <p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>   |  |   |   |  |  |  |
| <p><b>RECEPTIVE</b></p>  | <p><b>Oracy and Literacy Links</b></p> | <p><b>Listening-Centered Activity:</b> 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></p> | <p><b>Listening-Centered Activity:</b> 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></p> | <p><b>Listening-Centered Activity:</b> 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></p> | <p><b>Listening-Centered Activity:</b> 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></p> |  |
|  |  | <p><b>Reading-Centered Activity:</b> 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</p>   | <p><b>Reading-Centered Activity:</b> 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</p>                               | <p><b>Reading-Centered Activity:</b> 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</p>  | <p><b>Reading-Centered Activity:</b> 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</p>                           | <p><b>Reading-Centered Activity:</b> 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</p> |
|  |  | <p>in the <i>new and/or the home language.</i></p>  | <p>in the <i>new and/or the home language.</i></p>  | <p>in the <i>new and, occasionally, in the home language.</i></p>  | <p>in the <i>new language.</i></p>   | <p>in the <i>new language.</i></p>   |

| 5 Levels of Language Development |  | Entering (Beginner)   | Emerging (Low Intermediate)   | Transitioning (High Intermediate)   | Expanding (Advanced)  | Commanding (Proficient)   |
|----------------------------------|--|---|---|---|---|---|
| <b>PRODUCTIVE</b>                | <b>Oracy and Literacy Links</b>                    | <p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to 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></p> | <p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to 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></p> | <p><b>Speaking-Centered Activity:</b> 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></p>                           | <p><b>Speaking-Centered Activity:</b> 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></p> | <p><b>Speaking-Centered Activity:</b> 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></p> |
|                                  |  | <p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that determines the main idea of a text and explains how it is supported by key details</p>   | <p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that determine the main idea of a text and explain how it is supported by key details</p>   | <p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that determines the main idea of a text and explains how it is supported by key details</p> | <p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that determines the main idea of a text and explains how it is supported by key details</p>       | <p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that determines the main idea of a text and explains how it is supported by key details</p>                 |
|                                  | <p>in the <i>new and/or the home language.</i></p> | <p>in the <i>new and/or the home language.</i></p>  | <p>in the <i>new and, occasionally, in the home language.</i></p>   | <p>in the <i>new language.</i></p>  | <p>in the <i>new language.</i></p>  |   |

**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 <b>salty</b>?</p> <p><u>Much</u> of the <b>salt</b> in the <i>ocean water</i> comes from <b>rocks</b>. <b>Rocks</b> have <b>salt</b> in them. <u>When</u> <b>rocks</b> are <i>worn down by water</i>, the <b>salt</b> goes <i>into the water</i>.</p> <p><u>Most</u> of the <b>salt</b> in the <i>ocean</i> is the same kind that we put on food.</p> <p>Cole, J., &amp; 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"><li>• Identify related nouns (<b>bold</b>) (e.g., <b>salt, rocks, water</b>) that appear frequently.</li><li>• 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.</li><li>• Identify transition words (adverbs in this case) (<u>underline</u>) (e.g., <u>much, when, most</u>) that introduce details in the text.</li><li>• Use own words to recount, following the same sequence as the text presents.</li></ul> |