

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 <i>Summarize Text by Determining Main Idea and Supporting Details</i>				
Common Core Kindergarten Standard (RI.K.2): With prompting and support, identify the main topic and retell key details of a text.		GRADE LEVEL ACADEMIC DEMAND <i>Identify Main Topic and Retell Key Details</i>				
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	Organize <i>illustrated, pretaught words in a pocket chart</i> to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases from a bank in a pocket chart</i> to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases in a pocket chart, after teacher modeling</i> , to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases in a pocket chart, independently</i> , to identify the main idea and key details of a text, during/after a teacher read-aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to complete sentence starters</i> that identify the main topic and retell key details, when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated, preidentified words and phrases to complete sentence starters</i> that identify the main topic and retell key details, when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated words and phrases from a bank</i> to identify the main topic and retell key details, <i>after teacher questioning</i> , when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated words and phrases</i> to identify the main topic and retell key details, <i>after teacher modeling</i> , when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated, preidentified words, independently</i> , to identify the main topic and retell key details, when speaking, dictating to the teacher or drawing/writing
		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> .

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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 words (adjectives) and transition words (e.g., sequencing words) to identify details.
- Use adjectives that provide details about the text.
- Use sequence words (e.g., first, then, after) to retell key details.

Example to Address the Linguistic Demands	
Text Excerpt	Teacher Directions
<p>Most horses <i>grow</i> up on farms. A baby horse is called a foal. <u>In just minutes</u>, a <u>newborn foal</u> can <i>stand up</i> and <i>take</i> some <u>wobbly</u> steps over to its mother. The baby <i>will stay</i> very close to its mother until it is about <i>six</i> months old.</p> <p>Driscol, L. (1997). <i>Horses</i>. Photographs by Harold Roth. New York: Grosset & Dunlap.</p>	<ul style="list-style-type: none"> In a read aloud, analyze how to identify the main topic (what the text is about) and retell key details (what is said about main topic). Identify words that appear throughout the text (e.g., nouns and related pronouns (bold) (e.g., baby horse, foal, baby) and verbs (<i>italics</i>) (e.g., <i>grow, stand up, take</i>) are all referring to the same concept. Identify words (adjectives) (<u>underline</u>) (e.g. <u>wobbly, newborn</u>). Identify transition words (chronological markers) (<u>wavy underline</u>) (e.g., <u>in just minutes</u>) to identify details. Use sequence words (e.g., first, then, after) to retell key details.