

<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> <i>Summarize Text by Determining Main Idea and Supporting Details</i></p>				
<p><b>Common Core Grade 8 Standard (RI.8.2):</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Summarize Text and Analyze Development of a Central Idea</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<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 graphic organizer</i> to determine the central idea of a text, as 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 graphic organizer</i> to determine the central idea of a text, as 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 graphic organizer</i> to determine the central idea of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a main idea graphic organizer</i> to determine the central idea of a text, as 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 plot line diagram</i> to analyze the development of a central idea over the course of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a plot line diagram</i> to analyze the development of a central idea over the course of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed plot line diagram</i> to analyze the development of a central idea over the course of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a plot line diagram, after teacher modeling</i>, to analyze the development of a central idea over the course of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to analyze the development of a central idea over the course 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 provide an objective summary of the text, 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 provide an objective summary of the text, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> 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></p>	<p><b>Speaking-Centered Activity:</b> 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></p>	<p><b>Speaking-Centered Activity:</b> 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></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that provide an objective summary and analyze the development of a central idea over the course of the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that provide an objective summary and analyze the development of a central idea over the course of the text</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 provides an objective summary and analyzes the development of a central idea over the course of the text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that provides an objective summary and analyzes the development of a central idea over the course of the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that provides an objective summary and analyzes the development of a central idea over the course of the 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>

**Common Core Grade 8 Standard (RI.8.2):** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Summarize Text and Analyze Development of a Central 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 and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two central ideas can be exemplified by related words, e.g., heavy rains/downpours; rescue/save).
- Identify transitional words and phrases (e.g., but, because, despite, actually).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points are).

### Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p><i>Even though</i> it is a huge place, the <b>Amazon</b> is in trouble. <i>In just a few decades</i>, the <b>Amazon</b> has lost almost 17 percent of its trees. Experts worry what will happen next. They predict that 55 percent of the <b>Amazon</b> might be <b>destroyed</b> by 2030.</p> <p>Humans are <b>destroying</b> the <b>Amazon</b> for their own use. Farmers clear land to raise cattle and crops. Loggers cut down trees to make cheap timber. Roads, mines, and gas lines all add to the problem. Other people are working hard to <b>save</b> the <b>Amazon</b>. Rain forests are the source of many foods and medicines. Rain forests absorb carbon dioxide, release oxygen, and keep the planet healthy. <b>Saving</b> the <b>Amazon</b> means <b>saving</b> the planet.</p> <p>The <b>Amazon</b> is a vast and majestic rainforest teeming with an estimated quarter of all known land species. The <b>jaguar</b>, <b>the pink river dolphin</b>, <b>the sloth</b>, the world’s largest <b>flower</b>, a <b>monkey</b> the size of a toothbrush and a <b>spider</b> the size of a baseball are just a few of the species that we know about—there are many more <i>yet</i> to be discovered.</p> <p>Stamper, J.B. (2012). Text marking lessons for active non-fiction reading. Grades 4-8. In <i>A rain forest in trouble</i>. New York: Scholastic. Retrieved from <a href="http://www.greenpeace.org/international/en/campaigns/forests/amazon/">www.greenpeace.org/international/en/campaigns/forests/amazon/</a></p>	<p>Analyze in small group/whole class settings how a central idea develops over the course of a text:</p> <ul style="list-style-type: none"> <li>• Identify the words (<b>bold</b>) that are repeated throughout the text to determine two or more central ideas. In the first two paragraphs, <b>Amazon</b>, <b>destroying/destroyed</b> and <b>saving</b> are found throughout the text. The third paragraph is essentially a list of animal species that live in the Amazon (e.g., <b>jaguar</b>, <b>monkey</b>, <b>spider</b>).</li> <li>• Identify transitional words and phrases in the text (<i>italics</i>) (e.g., <i>even though</i>, <i>yet</i>, <i>in just a few decades</i>).</li> <li>• Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points are).</li> </ul>