

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 1 Standard (RI.1.2): Identify the main topic and retell key details of a text.				Grade Level Academic Demand Identify Main Topic and Retell Key Details		
5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea web</i> to identify the main topic, as teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main idea web</i> to identify the main topic, as teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a partially completed main idea web</i> to identify the main topic, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a main idea web</i> to identify the main topic, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, independently, on a self-created main idea web</i> to identify the main topic, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<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	<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	<b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a partially completed main-idea-and-details graphic organizer</i> to identify the main idea and key details	<b>Reading-Centered Activity:</b> Organize <i>information, using a glossary, on a main-idea-and-details graphic organizer</i> to identify the main idea and key details	<b>Reading-Centered Activity:</b> Organize <i>information, independently, on a self-created main-idea-and-details graphic organizer</i> to identify the main idea and 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> .

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 retell the main topic and key details 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 retell the main topic and key details in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to retell the main topic and key details in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers, after teacher modeling</i> , to retell the main topic and key details in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently</i> , to retell the main topic and key details 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 identifies the main topic and retells key details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>complete several cloze paragraphs</i> that identify the main topic and retell key details	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that identifies the main topic and retells key details	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>develop an essay</i> that identifies the main topic and retells key details	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently</i> , to <i>develop an essay</i> that identifies the main topic and retells 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 1 Standard (RI.1.2):** Identify the main topic and retell key details of a text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Identify Main Topic and Retell Key Details*

**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 transitional words (e.g., sequencing words—when, then, after, most) to recount key details.
- Use adjectives that provide details about the text.

**Examples to Address the Linguistic Demands**

**Text Excerpt**

**Trucks** go everywhere and do all kinds of work. **They** help clean the streets and put out fires. **Most trucks** are built to carry *heavy* loads. **Some trucks** are so *big* that **they** can even carry **other trucks**. **Some trucks** can go where there are no *paved* roads. An off-highway **dump truck** travels on *dirt* roads or *rough* fields. **This one** (picture) can carry 85 tons of rock. That is as much as what 17 elephants weigh.

McNaught, H. (1978). *The truck book*. New York: Random House.

**Teacher Directions**

Analyze in small group/whole class discussion how to identify the main idea in a paragraph or text.

- Identify words that appear throughout the text (e.g., nouns and related pronouns (**bold**) (e.g., **Trucks, most trucks, other trucks, they**) to identify the main topic
- Identify words (adjectives) (*italics*) (e.g., *dirt, rough, heavy*) and transitional words (underline) (e.g., that is) to recount key details
- Use sequence words (e.g., first, then, after) to retell key details