

<b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.				<b>MAIN ACADEMIC DEMAND</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i>	
<b>Common Core Kindergarten Grade Standard (RL.K.2):</b> With prompting and support, retell familiar stories, including key details.				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Identify Main Topic and Retell Key Details</i>	
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Organize <i>illustrated, pretaught words on a pocket chart</i> to retell a familiar story, including two or more details, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a pocket chart</i> to retell a familiar story, including two or more details, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank on a pocket chart</i> to retell a familiar story, including multiple details, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a pocket chart</i> to retell a familiar story, including multiple details, during/after a teacher read-aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words</i> to retell a familiar story, including two or more details, when dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> to retell a familiar story, including two or more details, when dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank</i> to retell a familiar story, including multiple details, when dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases</i> to retell a familiar story, including multiple details, when dictating to the teacher and/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> .

**Common Core Kindergarten Grade Standard (RL.K.2):** With prompting and support, retell familiar stories, including key details.

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

**Linguistic Demands:** The following are 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.

- Use own words to retell familiar stories.
- Use nouns (including pronouns) and action words (verbs) to retell familiar stories.
- Use adjectives and transition words (e.g., sequencing words—next, after, then) to retell familiar stories.

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>A <i>mother bird</i> <u>sat</u> on <i>her</i> <b>egg</b>. The <b>egg</b> <u>jumped</u>. “Oh, oh!” said the <i>mother bird</i>. “My <b>baby</b> <u>will be</u> here! <b>He</b> <u>will want to eat</u>.” “<u>I must get</u> something for my <b>baby bird</b> <u>to eat</u>!” <i>she</i> said. “<u>I will</u> be back!” So away <i>she went</i>.</p> <p>Eastman, P.D. (1960). <i>Are you my mother?</i> New York: Random House Children’s Books. (From Appendix B, CCSS, p.15.)</p>	<p>In an interactive read aloud, analyze how to identify the main topic (what the text is about) and retell key details (what is said about main topic):</p> <ul style="list-style-type: none"><li>• Use nouns, including pronouns and substitutions (<b>bold</b>) (e.g., <b>egg</b>, <b>he</b>, <b>baby</b> are referring to the same character). The other subject is the <i>mother bird</i> (<i>italics</i>) (e.g., <i>I</i>, <i>she</i>).</li><li>• Identify key details (<u>underlined</u>) by focusing on the verbs (e.g., <u>will be</u>; <u>will want to eat</u>; <u>went</u>) in the text and relate them to the subjects.</li><li>• Use transition words (e.g., sequencing words—next, after, then) to retell familiar stories.</li></ul>