

<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 Grade 2 Standard (RL.2.2):</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Identify Main Idea of Overall Texts and Individual Paragraphs</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>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to identify the main idea, as texts are read aloud in class or in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to identify the main idea, as texts are read aloud in class or in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>key phrases and sentences on a partially completed web</i> to identify the main idea, as texts are read aloud in class or in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created web, independently</i> , to identify the main idea, as texts are read aloud in class or in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a spider map</i> to identify the main idea of individual paragraphs	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a spider map</i> to identify the main idea of individual paragraphs	<b>Reading-Centered Activity:</b> Organize <i>key phrases and sentences on a partially completed spider map</i> to identify the main idea of individual paragraphs	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created spider map, independently</i> , to identify the main idea of individual paragraphs
		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> .

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 to complete sentence starters</i> that describe the main idea of the text and individual paragraphs, when speaking 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 to complete sentence starters</i> that describe the main idea of the text and individual paragraphs, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the main idea of the text and individual paragraphs, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe the main idea of the text and individual paragraphs, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to describe the main idea of the text and individual paragraphs, when speaking 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 idea of the text and individual paragraphs	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that identify the main idea of the text and individual paragraphs	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> to <i>develop a short essay</i> that identifies the main idea of the text and individual paragraphs	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>develop an essay</i> that identifies the main idea of the text and individual paragraphs	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text to develop an essay, independently</i> , that identifies the main idea of the text and individual paragraphs
		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 2 Standard (RL.2.2):** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

**GRADE LEVEL ACADEMIC DEMAND**  
*Identify Main Idea of Overall Texts  
and Individual Paragraphs*

**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 recount, following the same sequence of the text.
- Use nouns (including pronouns) and action words (verbs) to recount stories. Use adjectives and transition words (e.g., sequencing words—what is next, then).
- Identify the central message, lesson or moral in a story by using abstract nouns (e.g., fear, friendship, love).

**Examples to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>The Fox and the Grapes</p> <p>A <b>fox</b> <u>was wandering</u> down a country lane one day when <b>she</b> <u>noticed</u> some <i>grapes</i> <u>growing</u> over an arbor. <i>One bunch</i> was especially <u>attractive</u>. <i>The grapes were</i> as <u>big</u> as a cow’s eyes and as <u>purple</u> as midnight. <i>They</i> <u>glistened</u> with morning dew. <b>The fox</b>, never <u>missing</u> a chance to eat, <u>thought</u> these juicy looking <i>grapes</i> would make a <u>fine</u> breakfast.</p> <p>“Hmm. . .” <b>she</b> <u>thought</u>, ‘those <i>grapes</i> are <i>tempting</i>, but <i>they</i> are so <u>high</u> up. <b>I</b> don’t know how <b>I</b>’ll ever reach <i>them</i>.’”</p> <p><b>She</b> paced back and forth for a few moments. <b>She</b> tried leaping into the air and grabbing <i>them</i> with <b>her</b> teeth. <b>She</b> tried <u>climbing</u> the arbor. Always the <i>grapes were</i> beyond <b>her</b> grasp.</p> <p><u>Giving</u> up, <b>she</b> <u>sarled</u>, “Oh, those <i>grapes</i> <u>aren’t</u> worth my trouble. <i>They</i> look <u>sour</u>.”</p> <p>Daily, D. (2007). <i>The classic treasury of Aesop’s fables</i>. Philadelphia: Running Press Kids.</p>	<p>In a mini lesson and small group/whole class conversations analyze how to identify the main idea of the text:</p> <ul style="list-style-type: none"><li>• Use nouns, including pronouns (<b>bold</b>), that appear frequently throughout the text (e.g., <b>fox, she, her</b>). Nouns and associated pronouns related to the grapes appear in <i>italics</i> (e.g., <i>grapes, they, them</i>).</li><li>• Identify the adjectives (<u>underline</u>) (e.g., <u>sour, high, attractive</u>) and verbs (<u>wavy underline</u>) (e.g., <u>climbing, glistened, was wandering</u>).</li><li>• Identify the main topic of the text by using abstract nouns. (e.g., In this fable, the fox shows <i>disdain</i> when she cannot get the grapes.)</li><li>• Use own words to recount, following the same sequence of the text (e.g., first, then, finally).</li></ul>