

<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 6 Standard (RI.6.2):</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Summarize Text and Determine a Central Idea and Its Supporting Details</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea graphic organizer</i> to determine the central idea, 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, 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, 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, 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, when taking notes independently</i>, to determine the central idea, 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 main-idea-and-details graphic organizer</i> to determine a central idea and supporting details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to determine a central idea and supporting details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to determine a central idea and supporting details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a main-idea-and-details graphic organizer, after teacher modeling</i>, to determine a central idea and supporting details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to determine a central idea and supporting details</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 summarize a text by determining a central idea and its supporting details, when speaking in <i>partnership 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 summarize a text by determining a central idea and its supporting details, when speaking in <i>partnership or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to summarize text by determining a central idea and its supporting details, 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 summarize text by determining a central idea and its supporting details, 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 summarize text by determining a central idea and its supporting details, 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 summarize a text by determining a central idea and its supporting details</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text by determining a central idea and its supporting details</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 summarizes a text by determining a central idea and its supporting details</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes a text by determining a central idea and its supporting details</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that summarizes a text by determining a central idea and its supporting details</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 6 Standard (RI.6.2):** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**GRADE LEVEL ACADEMIC DEMAND**  
*Summarize Text and Determine a Central Idea and Its Supporting 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 and phrases that appear throughout the text (e.g., nouns and related pronouns and/or words and phrases that have the same meaning) to determine a central idea.
- Identify transitional words and phrases (e.g., *thus*, *one of the consequences*, *because*) that introduce details in the text.
- Use words that summarize the text (e.g., *this text is mostly about*; *the main argument is*; *the main points are*; *the key points the author makes are*).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Sometime around 1440, <b>the spring-powered clock</b> was invented. Instead of depending on the pull of weights for power, <b>this type of clock</b> used a flat metal <b>spring</b> wound tightly into a coil. The escapement allowed the spring to unwind by turning one gear tooth at a time. <i>One of the consequences</i> of using the <b>spring</b> was that smaller, truly portable clocks could be made.</p> <p>The first well-known <b>watches</b>, made in Germany around 1510 by Peter Henlein, were so named <i>because</i> the guards or “watchmen” carried <b>small clocks</b> to keep track of how long to stay at a particular duty post.</p> <p>Many different skills went into making a clock. <i>Thus</i>, new tools and methods were constantly being invented to make ever smaller, more complicated mechanisms that worked with greater precision.</p> <p>Koscielniak, B. (2004). <i>About time: A first look at time and clocks</i>. Orlando: Houghton Mifflin.</p>	<p>In a mini lesson and small group/whole class conversations, model how to find main ideas and supporting details:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases that appear throughout the text (e.g., nouns and related pronouns and/or words and phrases that have the same meaning (<b>bold</b>) (e.g., <b>spring-powered clock</b>; <b>this type of clock</b>) to determine a central idea.</li> <li>• Identify transitional words and phrases that introduce details in the text (<i>italics</i>) (e.g., <i>thus</i>, <i>one of the consequences</i>, <i>because</i>).</li> <li>• Use words that summarize the text (e.g., <i>this text is mostly about</i>; <i>the main argument is</i>; <i>the main points are</i>; <i>the key points the author makes are</i>).</li> </ul>