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 2 Standard (RI.2.2): Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	GRADE LEVEL ACADEMIC DEMAND *Identify Main Idea of Overall Text and Focus of Individual Paragraphs*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
		When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a main idea graphic organizer* to identify the main idea of a text, as teacher reads aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a main idea graphic organizer* to identify the main idea of a text, as teacher reads aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize a *bank of phrases and sentences on a partially completed main idea graphic organizer* to identify the main idea of a text, as teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, using a glossary, on a main idea graphic organizer* to identify the main idea of a text, as teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, independently, on a self-created main idea graphic organizer* to identify the main idea of a text, as teacher reads aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a main-idea-and-details graphic organizer* to identify the main idea of a text and its individual paragraphs	**Reading-Centered Activity:** Organize *preidentified words and phrases on a main-idea-and-details graphic organizer* to identify the main idea of a text and its individual paragraphs	**Reading-Centered Activity:** Organize a *bank of phrases and short sentences on a partially completed main-idea-and-details graphic organizer,* to identify the main idea of a text and its individual paragraphs	**Reading-Centered Activity:** Organize *information, using a glossary, on a main-idea-and-details graphic organizer,* to identify the main idea of a text and its individual paragraphs	**Reading-Centered Activity:** Organize *information, independently, on a self-created main-idea-and-details graphic organizer,* to identify the main idea of a text and its individual paragraphs
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE — **Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the main idea of the text and individual paragraphs in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the main idea of the text and individual paragraphs in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *bank of phrases and short sentences* and the *previously completed graphic organizers* to explain the main idea of the text and individual paragraphs in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain the main idea of the text and individual paragraphs, *after teacher modeling,* in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers, independently,* to explain the main idea of the text and individual paragraphs in *partnership, small group and/or whole class settings*
	Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that identifies the main idea of the text and individual paragraphs	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* that identify the main idea of the text and individual paragraphs	**Writing-Centered Activity:** Use a *bank of phrases and short sentences* and the *previously completed graphic organizers to develop a short essay* that identifies the main idea of the text and individual paragraphs	**Writing-Centered Activity:** Use a *glossary* and the *previously completed graphic organizers to develop an essay* that identifies the main idea of the text and individual paragraphs	**Writing-Centered Activity:** Use the *previously completed graphic organizers, independently, to develop an essay* that identifies the main idea of the text and individual paragraphs
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 2 Standard (RI.2.2): Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	GRADE LEVEL ACADEMIC DEMAND *Identify Main Idea of Overall Text and Focus of Individual Paragraphs*

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 specific words (nouns and verbs) that are repeated in each paragraph.

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Pandas eat almost nothing but bamboo shoots and leaves. Occasionally **they** *eat* other vegetation, fish or small animals, but bamboo accounts for 99% of **their** *diets*. **Pandas** *eat* fast, they *eat* a lot, and **they** spend about 12 hours a day doing *it*. The reason: **They** digest only about a fifth of what **they** eat. Overall, *bamboo* is not very nutritious. The *shoots and leaves* are the most valuable parts of the *plants,* so that's what a well-fed panda concentrates on eating. *Giant pandas.* Retrieved from http://kids.nationalgeographic.com/kids/animals/creaturefeature/panda/	In small group/whole class discussion, analyze how to identify the main idea of the text: - Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic (**bold**) (e.g., **pandas, they**). - Identify specific words (nouns and verbs) that are repeated in each paragraph (*italics*), which can be found in the sentences that contain words associated with pandas. In the first paragraph the words *diets* and *eat* are related as well as the pronoun *it.* In the second paragraph, the words that are related are *bamboo, shoots and leaves* and *plants*.