

<b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.				<b>MAIN ACADEMIC DEMAND</b> <i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>	
<b>Common Core Grade 3 Standard (SL.3.2):</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Determine Main Idea and Supporting Details of a Text Read Aloud</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 main idea graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source is read 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 graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a main idea graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source is read 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-supporting-details graphic organizer</i> to identify the main idea and supporting details of a text read aloud or other media source	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify the main idea and supporting details of a text read aloud or other media source	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-details graphic organizer</i> to identify the main idea and supporting details of a text read aloud or other media source	<b>Reading-Centered Activity:</b> Organize <i>sentences on a main-idea-and-supporting-details graphic organizer, after teacher modeling</i> , to identify the main idea and supporting details of a text read aloud or other media source
		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 analyze the main idea and supporting details of a text or information from diverse media and formats, 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 analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze the main idea and supporting details of a text or information from diverse media and formats, 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 analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to analyze the main idea and supporting details of a text or information from diverse media and formats, 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 analyzes the main idea and supporting details of a text or information from diverse media and formats	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the main idea and supporting details of a text or information from diverse media and formats	<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 analyzes the main idea and supporting details of a text or information from diverse media and formats	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the main idea and supporting details of a text or information from diverse media and formats	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the main idea and supporting details of a text or information from diverse media and formats
		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 3 Standard (SL.3.2):** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine Main Idea and Supporting Details  
of a Text Read Aloud*

**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.
- Use adjectives and adverbs that provide details about the text.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students determine the main ideas from a text read aloud or information presented in diverse media and formats. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 3rd grade.