Common Core Anchor Standard (RL.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 Ideas and Supporting Details*
Common Core Grade 7 Standard (RL.7.2): Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	GRADE LEVEL ACADEMIC DEMAND *Summarize Text and Analyze Development of Central Idea*

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 searching-for-a-theme graphic organizer* to determine a theme or central idea of a text, as the text is read aloud in *partnership and/or teacher-led small group*s	**Listening-Centered Activity:** Organize *preidentified words and phrases on a searching-for-a-theme graphic organizer* to determine a theme or central idea of a text, as the text is read aloud in *partnership and/or teacher-led small group*s	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed searching-for-a-theme graphic organizer* to determine a theme or central idea of a text, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a searching-for-a-theme graphic organizer* to determine a theme or central idea of a text, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note taking guide, independently,* to determine a theme or central idea of a text, as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a flow chart* to analyze the development of a central idea in a text	**Reading-Centered Activity:** Organize *preidentified words and phrases on a flow chart* to analyze the development of a central idea in a text	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed flow chart* to analyze the development of a central idea in a text	**Reading-Centered Activity:** Organize *information on a flow chart, after teacher modeling,* to analyze the development of a central idea in a text	**Reading-Centered Activity:** Organize *information in a note taking guide, independently,* to analyze the development of a central idea in a text
		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 provide an objective summary of the text, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases to complete sentence starters* that provide an objective summary of the text, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to provide an objective summary of the text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to provide an objective summary of the text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers, independently,* to provide an objective summary of the text, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that summarize a text and analyze the development of the central idea	**Writing-Centered Activity:** Use *preidentified words to write two or more paragraphs* that summarize a text and analyze the development of the central idea	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that summarizes a text and analyzes the development of the central idea	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that summarizes a text and analyzes the development of the central idea	**Writing-Centered Activity:** Use *knowledge of the text to develop a multiple paragraph essay, independently,* that summarizes a text and analyzes the development of the central idea
		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 7 Standard (RL.7.2): Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	GRADE LEVEL ACADEMIC DEMAND *Summarize Text and Analyze Development of Central Idea*

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 have the same or related meaning and are repeated throughout the text to determine a theme or central idea.
- Identify actions (verbs) that signal how a topic develops.
- Identify sequencing or chronological markers (after, then, following, in the afternoon).

- Identify transitional words (e.g., whereas, because, thus, however, nonetheless) that signal how a story develops.
- Identify descriptive words (adjectives) that provide details.
- Use words and phrases to support summarizing (e.g., in summary, in sum, in conclusion, to conclude, in any case, in short, to summarize).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
It was a <u>dark</u> and <u>stormy</u> night. In **her** attic bedroom **Margaret Murray**, *wrapped* in an <u>old</u> patchwork quilt*, sat* on the foot of **her** bed <u>and</u> *watched* the trees tossing in the frenzied lashing of the wind. Behind the trees, clouds scudded frantically across the sky. <u>Every few moments</u> the moon ripped through them, creating <u>wraithlike</u> shadows that raced along the ground. The house shook. *Wrapped* in her quilt**, Meg** *shook*. **She** wasn't <u>usually</u> afraid of weather.—It's not just the weather, **she** *thought***,**—It's the weather on top of everything else. On top of **me**. On top of **Meg Murry** doing everything wrong. L'Engle, M. (1962). *A wrinkle in time*. New York: Farrar, Straus and Giroux.	In small group/whole class discussion, analyze how to determine the main idea of a text and its supporting details by focusing on: - Identify words and phrases that have the same meaning repeated throughout the text, in this case nouns and associated pronouns that refer to the same character (**bold**). The main character here is **Margaret Murray** (or **Meg Murray** or **she**). - Identify related verbs that signal how the theme develops (*italics*) that describe what Meg is doing and thinking (e.g., *wrapped, sat, thought*). - Identify chronological markers (<u>underline</u>) that signal how the story develops (e.g., <u>every few moments</u>) and adverbs (e.g., <u>usually</u>). - Identify adjectives that provide details (wavy underline) (e.g., dark, stormy, wraithlike). - Use words and phrases to support summarizing (e.g., in summary, in sum, in conclusion, to conclude, in any case, in short, to summarize).