

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 <i>Summarize Text by Determining Main Ideas and Supporting Details</i> | | |
| Common Core Grade 8 Standard (RL.8.2): Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text. | | | GRADE LEVEL ACADEMIC DEMAND <i>Summarize Text and Analyze Development of Central Idea, Including Character, Setting and Plot</i> | | |
| 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 <i>pretaught words and phrases on a theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on a theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information on a theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Organize <i>pretaught words and phrases on a plot line diagram</i> to identify the development of a texts central idea, including its relationship to the characters, setting and plot | Reading-Centered Activity: Organize <i>preidentified words and phrases on a plot line diagram</i> to identify the development of a texts central idea, including its relationship to the characters, setting and plot | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed plot line diagram</i> to identify the development of a texts central idea, including its relationship to the characters, setting and plot | Reading-Centered Activity: Organize <i>information on a plot line diagram, after teacher modeling</i> , to identify the development of a texts central idea, including its relationship to the characters, setting and plot |
| | | 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 | Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership and/or teacher-led small groups</i> | Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that summarize a text and analyze the development of the central idea, including its relationship to the characters, setting and plot | Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text and analyze the development of the central idea, including its relationship to the characters, setting and plot | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that summarizes a text and analyzes the development of the central idea, including its relationship to the characters, setting and plot | Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes a text and analyzes the development of the central idea, including its relationship to the characters, setting and plot | Writing-Centered Activity: Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that summarizes a text and analyzes the development of the central idea, including its relationship to the characters, setting and plot |
| | | 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 8 Standard (RL.8.2): Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

GRADE LEVEL ACADEMIC DEMAND
*Summarize Text and Analyze Development
of Central Idea, Including Character,
Setting and Plot*

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.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine the theme or central idea.
- Identify the verbs in the text to determine how central ideas are developed.
- Identify transitional words and phrases (e.g., but, because, despite, actually, likewise, since, however) that signal the development and relationship of ideas.
- Use words that support summarizing (e.g., in summary, in any case, in conclusion, in short, to summarize, the final analysis, to recapitulate, considering).

Examples to Address the Linguistic Demands

| Text Excerpt | Teacher Directions |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A few miles south of Soledad, the Salinas River <i>drops</i> in close to the hillside bank and <i>runs deep</i> and <i>green</i>. The water is <i>warm</i> too, <i>for</i> it has <i>slipped</i>, twinkling over the <i>yellow</i> sands in the sunlight <i>before reaching</i> the <i>narrow</i> pool. On one side of the river the golden foothills slopes <i>curve</i> up to the <i>strong</i> and <i>rocky</i> Gabilán mountains, <i>but</i> on the valley side the water is lined with trees—willows <i>fresh</i> and <i>green</i> with every spring.</p> <p><i>For a moment</i> the place <i>was lifeless</i>, and then two men <i>emerged</i> from the path and came to the opening by the <i>green</i> pool. They had <i>walked</i> in a single file down the path, <i>and even</i> in the open one <i>stayed</i> behind the other. Both were <i>dressed</i> in <i>denim</i> trousers and in <i>denim</i> coats with <i>brass</i> buttons. Both wore black, <i>shapeless</i> hats and both <i>carried tight</i> blanket roles slung over their shoulders.</p> <p>Steinbeck, J. (1963/1993). <i>Of mice and men</i>. New York: Penguin.</p> | <p>Analyze in small group/whole class settings how a central idea develops over the course of a text:</p> <ul style="list-style-type: none"> Identify the words (bold) that are repeated throughout the text. In the first paragraph the main idea is the Salinas River. The author refers to the river as the water, the river. In the second paragraph, the text focuses on two men (or they and both). Identify the verbs (<i>italics</i>) (e.g., <i>drops</i>, <i>runs</i>, <i>reaching</i>) that signal how the central idea develops. Identify the descriptive words that provide details related to characters, setting and plot (adjectives) (<i>underline</i>) that describe the setting along the river (e.g., <i>narrow</i>, <i>deep</i>, <i>green</i>, <i>fresh</i>) and the men (e.g., <i>denim</i>, <i>shapeless</i>, <i>tight</i>). Identify transitional words and phrases that signal development of ideas (<i>wavy underline</i>) (e.g., <i>for</i>, <i>before</i>, <i>but</i>, <i>for a moment</i>, <i>and then</i>, <i>and even</i>). Use concluding words that support summarization (e.g., in summary, in any case, in conclusion, in short, to summarize, the final analysis, to recapitulate, considering). |