

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 11–12 Standard (RL.11–12.2): Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		GRADE LEVEL ACADEMIC DEMAND <i>Summarize the Text and Determine the Development and Interaction of Central Ideas</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 in a double-entry journal</i> to identify two or more themes or central ideas, 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 in a double-entry journal</i> to identify two or more themes or central ideas, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences in a partially completed, double-entry journal</i> to identify two or more themes or central ideas, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a double-entry journal</i> to identify two or more themes or central ideas, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify two or more themes or central ideas, 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 cause-and-effect graphic organizer</i> to analyze the development and interaction of the central ideas	Reading-Centered Activity: Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to analyze the development and interaction of the central ideas	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed cause-and-effect graphic organizer</i> to analyze the development and interaction of the central ideas	Reading-Centered Activity: Organize <i>information on a cause-and-effect graphic organizer, after teacher modeling</i> , to analyze the development and interaction of the central ideas	Reading-Centered Activity: Organize <i>information in a note taking guide, independently</i> , to analyze the development and interaction of the central ideas
		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> .

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</i> to <i>complete sentence starters</i> that summarize the development and interaction of central ideas, 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</i> to <i>complete sentence starters</i> that summarize the development and interaction of central ideas, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to summarize the development and interaction of central ideas, 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 summarize the development and interaction of central ideas, 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 summarize the development and interaction of central ideas, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that objectively summarize and analyze the development and interaction of central ideas	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that objectively summarize and analyze the development and interaction of central ideas	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>compose an essay</i> that objectively summarizes and analyzes the development and interaction of central ideas	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>compose a multiple paragraph essay</i> that objectively summarizes and analyzes the development and interaction of central ideas	Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , and <i>previously completed graphic organizers</i> to <i>compose a multiple page essay</i> that objectively summarizes and analyzes the development and interaction of central ideas
		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 11–12 Standard (RL.11–12.2): Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

GRADE LEVEL ACADEMIC DEMAND
*Summarize the Text and Determine
 the Development and Interaction
 of Central Ideas*

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 chronological markers that signal how the theme develops.
- Use concluding words and phrases that support summarization (e.g., in summary, in conclusion, in any case, in short, to summarize, the final analysis, to recapitulate, considering).
- Identify two or more central ideas in a text by focusing on words and phrases that appear throughout the text.

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>But there came a day when Atticus told <u>us</u> he'd wear <u>us</u> out if <u>we</u> made any noise in the yard and commissioned <i>Calpurnia</i> to serve in his absence if <i>she</i> heard a sound out of <u>us</u>. Mr. Radley was dying.</p> <p>He <u>took his time about it</u>. Wooden sawhorses blocked the road at each end of the Radley lot, straw was put down on the sidewalk, traffic was diverted to the back street. Dr. Reynolds parked his car in front of <u>our</u> house and walked to the Radley's <u>every time</u> he called. <u>Jem and I</u> crept around the yard <u>for days</u>. <u>At last</u>, the sawhorses were taken away, and <u>we</u> stood watching from the front porch when Mr. Radley made his final journey past <u>our</u> house.</p> <p>"There goes the meanest man ever God blew breath into," murmured <i>Calpurnia</i>, and <i>she</i> spat meditatively into the yard. <u>We</u> looked at <i>her</i> in surprise, for <i>Calpurnia</i> rarely commented on the ways of white people.</p> <p>Lee, H. (1960/1988). <i>To kill a mockingbird</i>. New York: Grand Central.</p>	<p>Analyze in small group or whole class discussion how to determine central ideas by focusing on:</p> <ul style="list-style-type: none"> • Identify two or more central ideas in a text by focusing on words and phrases that appear throughout the text, in this case the characters (and their associated pronouns): Mr. Radley's death (bold); <i>Calpurnia/she</i> (<i>italics</i>); the author and Jem (<u>underline</u>) (e.g., <u>Jem and I</u>; <u>our</u>; <u>us</u>; <u>we</u>). • Identify chronological markers that signal how the theme develops (<u>wavy underline</u>) (e.g., <u>he took his time about it</u>; <u>for days</u>; <u>at last</u>). • Use words and phrases that support summarization (e.g., in summary, in conclusion, in any case, in short, to summarize, the final analysis, to recapitulate, considering).