

| | |
|--|--|
| <p>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.</p> | <p>MAIN ACADEMIC DEMAND <i>Summarize Text by Determining Main Idea and Supporting Details</i></p> |
| <p>Common Core Grade 4 Standard (RI.4.2): Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> | <p>GRADE LEVEL ACADEMIC DEMAND <i>Summarize Text and Determine Main Idea and Supporting Details</i></p> |

| 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 | <p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a main idea graphic organizer</i> to identify the main idea of a text, as text is read aloud in class or in <i>partnership and/or teacher-led small groups</i></p> | <p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea graphic organizer</i> to identify the main idea of a text, as text is read aloud in class or in <i>partnership and/or small groups</i></p> | <p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to identify the main idea of a text, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>sentences on a main idea graphic organizer</i> to identify the main idea of a text, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information on a self-created main idea graphic organizer, independently</i>, to identify the main idea of a text, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p> |
| | | <p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-supporting-details chart</i> to identify key details that support the main idea</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-supporting-details chart</i> to identify key details that support the main idea</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-details chart</i> to identify key details that support the main idea</p> | <p>Reading-Centered Activity: Organize <i>sentences on a main-idea-and-supporting-details chart, after teacher modeling</i>, to identify key details that support the main idea</p> | <p>Reading-Centered Activity: Organize <i>information on a self-created main-idea-and-supporting-details chart, independently</i>, to identify key details that support the main idea</p> |
| | | <p>in the <i>new and/or the home language</i>.</p> | <p>in the <i>new and/or the home language</i>.</p> | <p>in the <i>new and, occasionally, in the home language</i>.</p> | <p>in the <i>new language</i>.</p> | <p>in the <i>new language</i>.</p> |

| 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 summarize a text, including the main idea and key details, 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 summarize a text, including the main idea and key details, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to summarize a text, including the main idea and key details, 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 a text, including the main idea and key details, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>information, independently</i> , to summarize a text, including the main idea and key details, when speaking in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that summarizes a text by determining the main idea and supporting key details | Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text by determining the main idea and supporting key details | 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 by determining the main idea and supporting key details | Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes a text by determining the main idea and supporting key details | Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that summarizes a text by determining the main idea and supporting key details |
| | <i>in the new and/or the home language.</i> | <i>in the new and/or the home language.</i> | <i>in the new and, occasionally, in the home language.</i> | <i>in the new language.</i> | <i>in the new language.</i> | |

Common Core Grade 4 Standard (RI.4.2): Determine the main idea of a text and explain how it is supported by key details; summarize the text.

GRADE LEVEL ACADEMIC DEMAND
Summarize Text and Determine Main Idea and Supporting Details

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/use transition words (e.g., sequencing words—when, then, after, most) to summarize key details in the text.
- Use adjectives that provide details about the text.
- Use words and phrases to summarize the text (e.g., The main points are _____; the key points the author makes are _____).

Examples to Address the Linguistic Demands

| Text Excerpt | Teacher Directions |
|---|--|
| <p><i>Most kids think that geography is just memorizing where countries are and the names of their capitals. It's so much more. The word 'geography' comes from the Greek language. "Geo" which means Earth, and "graphy" which means to write or describe, so "geography" means "to describe the Earth." In fact, some people have said that geography tries to make sense of everything that happens on the surface of the Earth. Whew! That's a <u>huge</u> topic! But, no worries, we're going to break it down.</i></p> <p>Alexander, H., & Alexander, M. (2010). A child's introduction to the world: Geography, cultures and people. In <i>From the Grand Canyon to the Great Wall of China</i> (p. 9). New York: Black Dog and Leventhal.</p> | <p>In small group/whole class discussion, identify and analyze the main idea of the text and its supporting details:</p> <ul style="list-style-type: none"> • Identify words that appear throughout the text (bold) (e.g., geography; to describe the Earth). • Identify key details (<i>italics</i>) that are introduced by transitioning words (e.g., <i>most, in fact, so</i>). • Use adjectives that provide details about the text (<u>underline</u>) (e.g., <u>huge</u>). • The first sentence (<u>wavy underline</u>) usually introduces a main idea. • Use words and phrases to summarize the text (e.g., The main points are _____; the key points the author makes are _____). |