

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.				MAIN ACADEMIC DEMAND <i>Summarize Text by Determining Main Idea and Supporting Details</i>		
Common Core Prekindergarten Standard (RI.PK.2): With prompting and support, retell detail(s) in a text.				GRADE LEVEL ACADEMIC DEMAND <i>Retell Detail(s)</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	Organize <i>illustrated, pretaught words on a flannel board</i> to identify details in a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a flannel board</i> to identify details in a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases from a bank on a partially completed flannel board</i> to identify details in a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases on a flannel board, after teacher modeling</i> , to identify details in a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases on a flannel board, independently</i> , to identify details in a text, during/after a teacher read-aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to complete sentence starters</i> that retell details, when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated, preidentified words and phrases to complete sentence starters</i> that retell details, when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated words and phrases from a bank</i> to retell details, <i>after teacher questioning</i> , when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated words and phrases</i> to retell details, <i>after teacher modeling</i> , when speaking, dictating to the teacher or drawing/writing	Use <i>illustrated words and phrases</i> to retell details, <i>independently</i> , when speaking, dictating to the teacher or drawing/writing
		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 Prekindergarten Standard (RI.PK.2): With prompting and support, retell detail(s) in a text.

GRADE LEVEL ACADEMIC DEMAND
Retell Detail(s)

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.

- Use own words to retell the text.
- Use sequence words (e.g., first, then, after).
- Use nouns (including pronouns) and action words (verbs) to retell details in a text.

Example to Address the Linguistic Demands

Text Excerpt

I can see! I *see* with my eyes.
I can hear! I *hear* with my ears.
I can smell! I *smell* with my nose.
I can taste! I *taste* with my tongue.
I can touch! I *touch* with my fingers.
I *do* all this with my senses.
I *have* five senses.

Aliki. (1962/1989). *My five senses*. New York: HarperCollins. (From Appendix B, CCSS, p. 29.)

Teacher Directions

After reading text aloud, in small group/whole class discussion, model how to focus on key words and sentence patterns in a text:

- Identify sentence patterns (**bold**) (e.g., **I can**).
- Identify action words (*italics*) (verbs; e.g., *see*, *hear*), and associate them with each of the senses and parts of the face.
- Identify the nouns (organs) (underline) of the five senses (e.g., tongue, eyes).
- Use sequence words (e.g., first, then, after) to summarize the text.