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 4 Standard (RL.4.2): Determine a theme of a story, drama or poem from details in the text; summarize the text.	GRADE LEVEL ACADEMIC DEMAND *Identify Main Idea and Supporting Details and Summarize the Text*

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 main idea web* to determine the main theme of a text, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a main idea web* to determine the main theme of a text, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a main idea web* to determine the main theme 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 main idea web* to determine the main theme 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 self-created main idea web, independently,* to determine the main theme 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 main-idea-and-details graphic organizer* to identify the main idea and supporting details of a text	**Reading-Centered Activity:** Organize *preidentified words on a main-idea-and-details graphic organizer* to identify the main idea and supporting details of a text	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed main-idea-and-details graphic organizer* to identify the main idea and supporting details of a text	**Reading-Centered Activity:** Organize *information on a main-idea-and-details graphic organizer, after teacher modeling,* to identify the main idea and supporting details of a text	**Reading-Centered Activity:** Organize *information on a self-created main-idea-and-details graphic organizer, independently,* to identify the main idea and supporting details of 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 explain the main idea and supporting details of a text, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the main idea and supporting details of a text, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain the main idea and supporting details of a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain the main idea and supporting details of a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the text, independently,* to explain the main idea and supporting details of a text, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* to *complete a cloze paragraph* that summarizes the text by identifying the main idea and key details	**Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more paragraphs* that summarize the text by identifying the main idea and key details	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that summarizes the text by identifying the main idea and key details	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop a short essay* that summarizes the text by identifying the main idea and key details	**Writing-Centered Activity:** Use *knowledge of the text, independently, to develop a multiple paragraph essay* that summarizes the text by identifying the main idea and key details
		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 4 Standard (RL.4.2): Determine a theme of a story, drama or poem from details in the text; summarize the text.	GRADE LEVEL ACADEMIC DEMAND *Identify Main Idea and Supporting Details and Summarize the Text*

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 nouns and related pronouns (e.g., Aaron/he) that appear throughout the text to determine the theme.
- Identify transitional words (e.g., so, in fact, most, after) that introduce details.

- Use words and phrases to summarize the text (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

The snow fell for three days, *though* after the first day **it** was not *as* thick and the wind quieted down. *Sometimes* **Aaron** felt that there could never have been a summer, that the snow had always fallen, *ever since* he could remember. **He, Aaron**, never had a father *or* mother *or* sisters. He was a snow child, born of the snow, and so was Zlateh. It was *so* quiet in the hay that his ears rang in the stillness. **Aaron and Zlateh** slept all night *and* a good part of the day. *As* for **Aaron's** dreams, they were all about warm weather. **He** dreamed of green fields, trees covered with blossoms, clear brooks, *and* singing birds. *By* the third night the snow had stopped, *but* **Aaron** did not dare to find his way home in the darkness.
 	
Singer, I.B. (2001). *Zlateh the goat and other stories*. New York: HarperCollins (1984). (From Appendix B, CCSS, p. 64.)
	• In small group/whole class discussion, identify the theme of the text:
	  ◦ Identify nouns and related pronouns (**bold**) that appear throughout the text (e.g., **Aaron**, **he**, **Zlateh**).
	  ◦ Identify transitional words (*italics*) that present details throughout the text (e.g., *ever since*, *and*, *so*, *as*, *by*, *or*).
	• Use words and phrases to summarize the text (e.g., in summary, in sum, in conclusion).