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|---|---------------------------------|---|---|---|---|---|
| <b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |                                 | <b>MAIN ACADEMIC DEMAND</b><br><i>Summarize Text by Determining Main Ideas and Supporting Details</i>   |   |   |   |   |
| <b>Common Core Grade Prekindergarten Standard (RL.PK.2):</b> With prompting and support, retell familiar stories.   |                                 | <b>GRADE LEVEL ACADEMIC DEMAND</b><br><i>Retell Details</i>   |   |   |   |   |
| <b>5 Levels of Language Development</b>   | <b>Entering (Beginner)</b>      | <b>Emerging (Low Intermediate)</b>  | <b>Transitioning (High Intermediate)</b>  | <b>Expanding (Advanced)</b>   | <b>Commanding (Proficient)</b>  |   |
| When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:   |                                 |   |   |   |   |   |
| <b>RECEPTIVE</b>  | <b>Oracy and Literacy Links</b> | Organize <i>illustrated, pretaught words in a pocket chart</i> to identify details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words in a pocket chart</i> to identify details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words and phrases from a bank in a pocket chart</i> to identify details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to identify details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to identify details, during/after a teacher read-aloud, shared reading or independent reading time |
|   |                                 | Use <i>illustrated, pretaught words to complete sentence starters</i> to retell familiar stories, when dictating to the teacher and/or drawing/writing            | Use <i>illustrated, preidentified words to complete sentence starters</i> to retell familiar stories, when dictating to the teacher and/or drawing/writing            | Use <i>illustrated, preidentified words and phrases from a bank</i> to retell familiar stories, when dictating to the teacher and/or drawing/writing  | Use <i>illustrated, preidentified words and phrases</i> to retell familiar stories, when dictating to the teacher and/or drawing/writing  | Use <i>illustrated, preidentified words and phrases</i> to retell familiar stories, when dictating to the teacher and/or drawing/writing  |
| <b>PRODUCTIVE</b>   |                                 | 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 Prekindergarten Standard (RL.PK.2):** With prompting and support, retell familiar stories.

GRADE LEVEL ACADEMIC DEMAND  
*Retell 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.

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

### Example to Address the Linguistic Demands

#### Text Excerpt

**A fly** went flying. **He** was looking for something to eat—something tasty, something slimy. *A boy* went walking.

*He* was looking for something to catch—something smart, something for The Amazing Pet Show.

*They* met. *The boy* caught **the fly** in a jar. “A pet!” *He* said.

**The fly** was mad. **He** wanted to be free. **He** stomped his foot and said—Buzz! *The boy* was surprised.

*He* said, “**You** know my name! **You** are the smartest pet in the world!”

Arnold, T. (2005). *Hi! Fly guy*. New York: Scholastic/Cartwheel Books. (From Appendix B, CCSS, p.17.)

#### Teacher Directions

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

- Identify the subject of the text (**bold**). In this sample, the **fly** (and the pronouns **he**, and **you** when referring to the fly) appear in **bold**; *the boy* and its associated pronoun *he* appear in *italics*. They, when referring to both subjects, is underlined.
- Identify action words (verbs) (wavy underline) (e.g., stomped, caught, are) that refer to what the subjects are doing.
- Use sequence words (e.g., first, then, after) to retell stories.