

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 Grade 5 Standard (RI.5.2): Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		GRADE LEVEL ACADEMIC DEMAND <i>Summarize Text and Determine Two or More Main Ideas and Supporting Details</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 on a two-column graphic organizer</i> to identify two or more main ideas, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a two-column graphic organizer</i> to identify two or more main ideas, as text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed two-column graphic organizer</i> to identify two or more main ideas, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a two-column graphic organizer</i> to identify two or more main ideas, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created two-column graphic organizer, independently</i> , to identify two or more main ideas, as 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 double main-idea-and-supporting-details web</i> to identify two or more main ideas and supporting details	Reading Centered Activity: Organize <i>preidentified words and phrases on a double main-idea-and-supporting-details web</i> to identify two or more main ideas and supporting details	Reading Centered Activity: Organize <i>phrases and sentences on a partially completed double main-idea-and-supporting-details web</i> to identify two or more main ideas and supporting details	Reading Centered Activity: Organize <i>sentences on a double main-idea-and-supporting-details web, after teacher modeling</i> , to identify two or more main ideas and supporting details	Reading Centered Activity: Organize <i>information on a self-created double main-idea-and-supporting-details web, independently</i> , to identify two or more main ideas and supporting details
		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 to complete sentence starters</i> that summarize a text by identifying two or more main ideas and supporting 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 by identifying two or more main ideas and supporting details, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to summarize a text by identifying two or more main ideas and supporting 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 by identifying two or more main ideas and supporting 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 by identifying two or more main ideas and supporting 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 two or more main ideas and supporting details	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text by determining two or more main ideas and supporting 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 two or more main ideas and supporting 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 two or more main ideas and supporting details	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that summarizes a text by determining two or more main ideas and supporting details
		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 5 Standard (RI.5.2): Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GRADE LEVEL ACADEMIC DEMAND
Summarize Text and Determine Two or More Main Ideas 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 two or more main ideas in a text.
- Identify/use words (adjectives) and transition words (e.g., sequencing words—first, then—and transition words—so, in fact, therefore, however) to explain how main ideas are supported by key details.
- Use words and phrases to summarize the text (e.g., this text is mostly about; the main points are; the key points the author makes are).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Mars is very <i>cold</i> and <i>very dry</i>. Scattered across its surface are many <i>giant volcanoes</i>. Lava covers much of the land.</p> <p>In Mars’ northern half, or hemisphere, is a <i>huge raised area</i>. It is about 2,500 miles <i>wide</i>. Astronomers call this the Great Tharsis Bulge.</p> <p>There are four <i>mammoth volcanoes</i> on the Great Tharsis Bulge. The <i>largest</i> one is Mount Olympus, or Olympus Mons. It is the <i>biggest mountain</i> on Mars. Some think it may be the <i>largest mountain</i> in the entire solar system. Mount Olympus is 15 miles <i>high</i>. At its peak is a 50-mile <i>wide</i> basin. Its base is 375 miles across.</p> <p>Berger, M. (1992). <i>Discovering Mars: The amazing story of the red planet</i>. New York: Scholastic. (From Appendix B, CCSS, p.70.)</p>	<p>In small group/whole class discussions, identify the main idea and supporting details:</p> <ul style="list-style-type: none">• Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify two or more main ideas in a text (bold). The first and second paragraphs describe Mars’ surface (e.g., Mars, its, area). The third one describes the volcanoes (e.g., volcanoes, mountains, Mount Olympus).• Identify/use words (adjectives) (<i>italics</i>) (e.g., <i>largest, cold, dry</i>).• Use words and phrases to summarize the text (e.g., this text is mostly about; the main points are; the key points the author makes are).