

<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 11–12 Standard (RI.11–12.2): Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Summarize Text Objectively, Analyzing the Relationships and Development of Multiple Central Ideas</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a double main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a double main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed double main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>retaught words and phrases on a timeline</i> to analyze the relationships and development of two or more central ideas</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a timeline</i> to analyze the relationships and development of two or more central ideas</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed timeline</i> to analyze the relationships and development of two or more central ideas</p>	<p>Reading-Centered Activity: Organize <i>information on a timeline, after teacher modeling</i>, to analyze the relationships and development of two or more central ideas</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to analyze the relationships and development of two or more central ideas</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 objectively, 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 objectively, when speaking in <i>partnership and/or small group</i>	Speaking-Centered Activity: Use a <i>word bank</i> to summarize a text objectively, 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 objectively, 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 objectively, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that summarize a text objectively by analyzing the relationship and development of multiple central ideas	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text objectively by analyzing the relationship and development of multiple central ideas	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that summarizes a text objectively by analyzing the relationship and development of multiple central ideas	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that summarizes a text objectively by analyzing the relationship and development of multiple central ideas	Writing-Centered Activity: Use <i>information, independently</i> , to <i>compose a multiple page essay</i> that summarizes a text objectively by analyzing the relationship and development of multiple central ideas
		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 11–12 Standard (11–12.2): Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

GRADE LEVEL ACADEMIC DEMAND
Summarize Text Objectively, Analyzing the Relationships and Development of Multiple Central Ideas

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 and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two or more central ideas can be exemplified by related words, e.g., life/live).
- Identify how central ideas interact and build on one other by focusing on transition words (e.g., unless, somewhat, whether, but, because, likewise, unlike, like).
- Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).

Examples to Address the Linguistic Demands

Text Excerpt

I went to the woods *because I wished to live deliberately*, to front only the essential facts of **life**, and see if I could not learn what it had to teach, and not, when I came to **die**, discover that I had not **lived**. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, *unless* it was quite necessary. I wanted to **live** deep and suck out all the marrow **of life**, to **live** so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life on a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of **it**, and publish **its** meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about **it**, *whether* it is of the devil or of God, and have *somewhat* hastily concluded that it is the chief end of man here to “glorify God and enjoy him forever.”

Thoreau, H.D. (1893). *Walden; or, life in the woods*. Boston: Houghton. (From Appendix B, CCSS, p. 167.)

Teacher Directions

Analyze in small group or whole class discussion how to determine central ideas by focusing on:

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (**bold**) (e.g., **life/live**; **die** and the pronoun **it**).
- Identify how central ideas interact and build on one other by focusing on transition words (*italics*) (e.g., *unless, somewhat, whether, because*).
- Identify the way the author develops his idea of how he wants to live (and not live) his life by using positive and negative sentences. This reflects how the central ideas of the text are developed:
 - Positive (underline) (e.g., I wished to live deliberately)
 - Negative (wavy underline) (e.g., I did not wish to live what was not life)
- Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).