

<p><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.</p>		<p><b>MAIN ACADEMIC DEMAND</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i></p>				
<p><b>Common Core Grade 1 Standard (RL.1.2):</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Identify Main Topic and Retell Key Details</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Arrange <i>pretaught words and phrases on a pocket chart</i> to retell stories, including two or more details, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Arrange <i>preidentified words and phrases on a pocket chart</i> to retell stories, including two or more details, as text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Arrange <i>phrases and sentences from a bank on a partially completed pocket chart</i> to retell stories, including multiple details, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Arrange <i>information on a pocket chart</i> to retell stories, including multiple details, <i>after teacher modeling</i>, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a retelling graphic organizer</i> to identify the main idea and key details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a retelling graphic organizer</i> to identify the main idea and key details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences from a bank on a partially completed retelling graphic organizer</i> to identify the main idea and key details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a retelling graphic organizer</i> to identify the main idea and key details</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created retelling graphic organizer, independently</i>, to identify the main idea and key details</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to retell a story and two or more details in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to retell a story and two or more details in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>phrases and sentences</i> to retell a story, including multiple details, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to retell a story, including multiple details, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information</i> to retell a familiar story, including multiple details, <i>independently</i>, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete a cloze paragraph that identifies the central message</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete several cloze paragraphs that identify the central message</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> to develop a short essay that identifies the central message</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided samples</i> to develop an essay that identifies the central message</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop an essay that identifies the central message</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>	

**Common Core Grade 1 Standard (RL.1.2):** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**GRADE LEVEL ACADEMIC DEMAND**  
*Identify Main Topic and Retell Key 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 stories.
- Use nouns (including pronouns) and action words (verbs) to retell stories.
- Use adjectives and transition words (e.g., sequencing words—what is next, then).

**Examples to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>Then the <i>fairy</i> <u>said</u> to <b>Cinderella</b>, “There now, that <u>will take you</u> to the ball. <u>Are you</u> not pleased?”</p> <p>“Oh, yes, but most <b>I go</b> in these rags?”</p> <p>Her <i>fairy godmother</i> had scarcely <u>touched</u> <b>Cinderella</b> with <i>her</i> wand when <b>her</b> rags <u>changed</u> into a gown of gold and silver, <u>embroidered</u> with rubies, pearls and diamonds. Then- <i>she</i> <u>gave</u> <b>her</b> a pair of little <u>glass</u> slippers, the <u>prettiest</u> in the <u>whole</u> world.</p> <p>Perrault, C. (1997). <i>Cinderella</i>. [M. Brown, Trans. and Illus.]. New York: Aladdin.</p>	<p>In a mini lesson and small group/whole class conversations, analyze how to identify the main idea and retell key details in a paragraph or text.</p> <ul style="list-style-type: none"> <li>• Identify the words that appear frequently throughout the text, including their pronouns (e.g., <b>bold</b> refers to <b>Cinderella</b> and related pronouns <b>I, her</b>). The other subject is the fairy (<i>italics</i>) (e.g., <i>fairy, fairy godmother, her</i>).</li> <li>• Identify key details by noting the verbs (<u>underline</u>) (e.g., <u>will take, touched, gave</u>).</li> <li>• Use adjectives (<u>wavy underline</u>) (e.g., <u>prettiest, whole</u>).</li> <li>• Use own words to recount, following the same sequence of the text (e.g., first, then, finally).</li> </ul>