

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 9–10 Standard (RI.9–10.2): Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		GRADE LEVEL ACADEMIC DEMAND <i>Summarize Text and Analyze Development of a Central Idea, Including Use of Specific 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 main-idea-and-details graphic organizer</i> to determine a central idea and supporting details of a text, as a 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 main-idea-and-details graphic organizer</i> to determine a central idea and supporting details of a text, as a text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to determine a central idea and supporting details of a text, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a main-idea-and-details graphic organizer</i> to determine a central idea and supporting details of a text, as a 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 plot development graphic organizer</i> to analyze the development of a central idea	Reading-Centered Activity: Organize <i>preidentified words and phrases on a plot development graphic organizer</i> to analyze the development of a central idea	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed plot development graphic organizer</i> to analyze the development of a central idea	Reading-Centered Activity: Organize <i>information on a plot development graphic organizer, after teacher modeling</i> , to analyze the development of a central idea	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to analyze the development of a central idea
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the 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	<p>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 and analyze the development of its central idea, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>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 and analyze the development of its central idea, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to summarize a text and analyze the development of its central idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to summarize a text and analyze the development of its central idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to summarize a text and analyze the development of its central idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that summarize a text by analyzing the development of a central idea and use specific details</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text by analyzing the development of a central idea and use specific details</p>	<p>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 by analyzing the development of a central idea and uses specific details</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that summarizes a text by analyzing the development of a central idea and uses specific details</p>	<p>Writing-Centered Activity: Use <i>information, independently</i>, to <i>compose a multiple page essay</i> that summarizes a text by analyzing the development of a central idea and uses specific details</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 9–10 Standard (RI.9–10.2): Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

GRADE LEVEL ACADEMIC DEMAND
Summarize Text and Analyze Development of a Central Idea, Including Use of Specific 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 and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two central ideas can be exemplified by related words, e.g., life/live).
- Identify/use words and phrases that signal the development and refinement of ideas: sequencing and/or chronological markers (e.g., first, in the beginning, the next).
- Identify transitional words and phrases (e.g., whether, but, even though, in fact).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).

Example to Address the Linguistic Demands

Text Excerpt

There is not a country in world history in which **racism** has been more important, *for so long a time*, as the United States. And the problem of “**the color line**,” as W. E. B. Du Bois put it, *is still with us*. So it is more than a purely historical question to ask: How does **it** start?—and an even more urgent question: *How might it end?* Or, to put it differently: Is it possible for whites and blacks to live together without hatred?

If history can help answer these questions, then *the beginnings of slavery* in North America—a continent where we can trace the coming of the **first whites** and the **first blacks**—might supply at least a few clues.

Some historians think that those **first blacks** in Virginia were considered as servants, like the white indentured servants brought from Europe. But the strong probability is that, even if they were listed as ‘servants’ (a more familiar category to the English), they were viewed as being different from white servants, were treated differently, and in fact were **slaves**. In any case, **slavery** developed quickly into a regular institution, into the normal labor relation of **blacks** to whites in the New World. With it developed that special **racial** feeling—whether hatred, or contempt, or pity, or patronization—that accompanied the inferior position of **blacks in America for the next 350 years**—that combination of inferior status and derogatory thought we call **racism**.

Zinn, H. (1980). *A people’s history of the United States*. New York: Harper Perennial.

Teacher Directions

In small group/whole class discussions, analyze how a central idea is developed over the course of a text.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (**bold**). In this excerpt the words **racism**, **color line**, **slaves**, **slavery** are the key words.
- Identify/use transitional words and phrases (*italics*) (e.g., *for so long a time*, *still with us*, *the beginnings of*, *for the next 350 years*).
- Identify signal words that introduce details throughout the text (underline) (e.g., whether; but; even; in fact).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).