

<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 6 Standard (RL.6.2):</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Summarize Text and Determine Central Idea and Its Supporting Details</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to determine the central idea of a text, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to determine the central idea of a text, as text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web</i> to determine the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a web</i> to determine the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to determine the central idea of a text, as the 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 main-idea-and-details graphic organizer</i> to identify two or more supporting details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify two or more supporting details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify multiple supporting details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a main-idea-and-details graphic organizer, after teacher modeling</i>, to identify multiple supporting details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, in a note taking guide, independently</i>, to identify multiple supporting details in a text</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>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that summarize a text, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that summarize a text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to summarize a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to summarize a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to summarize a text, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that summarizes how the author conveys the central idea through details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize how the author conveys the central idea through details	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that summarizes how the author conveys the central idea through details	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes how the author conveys the central idea through details	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that summarizes how the author conveys the central idea through 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 6 Standard (RL.6.2):** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**GRADE LEVEL ACADEMIC DEMAND**  
*Summarize Text and Determine Central Idea and Its Supporting Details*

**Linguistic Demands:** The following are 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 or related meaning and are repeated throughout the text to determine a theme or central idea.
- Identify transitional words and phrases (e.g., thus, one of the consequences, because) that introduce details in the text.
- Identify adjectives that describe details (e.g., thin, blonde).
- Use words that summarize the text (e.g., in summary, in sum, in conclusion, to conclude).

**Examples to Address the Linguistic Demands**

**Text Excerpt**

**Teacher Directions**

**Mr. and Mrs. Dursley**, of number four, Privet Drive, were *proud* to say that **they** were perfectly *normal*, thank you very much. **They** were the *last* people you'd expect to be involved in anything *mysterious*, because **they** just wouldn't hold with such nonsense.

**Mr. Dursley** was the director of a firm called Grunnings, which made drills. **He** was a *big, beefy* man with hardly any neck, although he did have a very *large* mustache. **Mrs. Dursley** was *thin* and *blonde* and had nearly twice the usual amount of neck, which came in very useful as **she** spent so much of **her** time craning over garden fences, spying on the neighbors. **The Dursleys** had a *small* son called Dudley and in **their** opinion there was no *finer* boy anywhere.

**The Dursleys** had everything **they** wanted, but **they** also had a secret, and **their** *greatest* fear was that somebody would discover it.

Rowling, J.K. (1997). *Harry Potter and the sorcerer's stone*. [M. GrandPré, Illus.]. New York: Scholastic.

In a mini lesson and small group/whole class conversations, model how to find main ideas and supporting details:

- Analyze the main idea by focusing on words or phrases (**bold**) that appear throughout the text or paragraph. Focus on the main subjects and the related pronouns, **Mr. and Mrs. Dursley**, **they**, **The Dursleys**, **she** and **he**.
- Identify the adjectives and adverbs that describe Mr. and Mrs. Dursley (*italics*) (e.g., *beefy*, *thin*, *blonde*), including their son (*small*, *finer*) and their secret (*greatest*).
- Identify transitional words (underline) (e.g., because, although, but) that explain details in the text.
- Use words that summarize the text (e.g., in summary, in sum, in conclusion, to conclude).