

Common Core Anchor Standard (RL.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 Ideas and Supporting Details</i>				
Common Core Grade 9–10 Standard (RL.9–10.2): Determine a theme or central idea of a text and analyze in detail 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 graphic organizer</i> to determine the central idea of a text, 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 main idea graphic organizer</i> to determine the central idea of a text, 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 main idea graphic organizer</i> to determine the central idea of a text, as 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 graphic organizer</i> to determine the central idea of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note taking guide, independently</i> , to determine the central idea of a text, 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 plot analysis graphic organizer</i> to identify two or more specific details that support the development of the central idea	Reading-Centered Activity: Organize <i>preidentified words and phrases on a plot analysis graphic organizer</i> to identify two or more specific details that support the development of the central idea	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed plot analysis graphic organizer</i> to identify multiple specific details that support the development of the central idea	Reading-Centered Activity: Organize <i>information on a plot analysis graphic organizer</i> to identify multiple specific details that support the development of the central idea	Reading-Centered Activity: Organize <i>information in a note taking guide, independently</i> , to identify multiple specific details that support the development of the central idea
		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 provide an objective summary of how the central idea is developed throughout the course of a text, 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 provide an objective summary of how the central idea is developed throughout the course of a text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to provide an objective summary of how the central idea is developed throughout the course of a text, 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 provide an objective summary of how the central idea is developed throughout the course of a text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to provide an objective summary of how the central idea is developed throughout the course of a text, 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 and analyze how a central idea is developed and shaped using specific details	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text and analyze how a central idea is developed and shaped using specific details	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously developed graphic organizers to compose an essay</i> that summarizes a text and analyzes how a central idea is developed and shaped using specific details	Writing-Centered Activity: Use the <i>previously developed graphic organizers and teacher-provided models to compose a multiple paragraph essay</i> that summarizes a text and analyzes how a central idea is developed and shaped using specific details	Writing-Centered Activity: Use <i>knowledge of text, independently, to compose a multiple page essay</i> that summarizes a text and analyzes how a central idea is developed and shaped using specific details
		<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>

Common Core Grade 9–10 Standard (RL.9–10.2): Determine a theme or central idea of a text and analyze in detail 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 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 the theme or central idea.
- Identify transitional words (e.g., but, besides) and sequencing words that signal the development and refinement of an idea.
- Use concluding words that support summarization (e.g., in summary, in any case, in conclusion, in short, to summarize, the final analysis, to recapitulate, considering).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>If you really want to hear about it, the first thing you’ll probably want to know is where I was born and what my lousy childhood was like, and how <i>my parents</i> were occupied and all before <i>they</i> had me, and all that David Copperfield kind of crap, but I don’t feel like going into it, if you want to know the truth. In the first place, that stuff bores me, and in the second place, <i>my parents</i> would have about two hemorrhages apiece if I told anything pretty personal about <i>them</i>. <i>They</i> are quite touchy about anything like that, especially <i>my father</i>. <i>They</i> are nice and all—I am not saying that—but <i>they</i> are also touchy as hell. Besides, I’m not going to tell you my goddam autobiography or anything .</p> <p>Salinger, J.D. (1951). <i>The catcher in the rye</i>. New York: Little Brown and Co.</p>	<p>In small group/whole class discussions, analyze how a central idea is developed over the course of a text.</p> <ul style="list-style-type: none"> • Identify how a central idea (bold) is presented. In this excerpt, the ideas are developed following a sequence (in the first place, in the second place, but, besides). • Identify words and phrases that have the same meaning and are repeated throughout the text to determine the theme or central idea. (<i>italics</i>). In this excerpt, the author is concentrating on his <i>parents</i>, and their associated pronouns (<i>they, them</i>). • Use words and phrases to support summarization (e.g., in summary, in any case, in conclusion, in short, to summarize, the final analysis, to recapitulate, considering).