

<p>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.</p>	<p>MAIN ACADEMIC DEMAND <i>Summarize Text by Determining Main Ideas and Supporting Details</i></p>
<p>Common Core Grade 5 Standard (RL.5.2): Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Determine Theme of Text Using Details Describe Response of Story Characters to Challenge and Summarize Text</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:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Place <i>pretaught words and phrases on a main idea web</i> to determine the theme of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Place <i>preidentified words and phrases on a main idea web</i> to determine the theme of a text, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Place <i>phrases and sentences on a partially completed main idea web</i> to determine the theme of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Place <i>information on a main idea web</i> to determine the theme of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Place <i>information on a self-created main idea web, independently</i>, to determine the theme of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a cause-and-effect graphic organizer</i> to identify how characters in a story respond to challenges</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify how characters in a story respond to challenges</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed cause-and-effect graphic organizer</i> to identify how characters in a story respond to challenges</p>	<p>Reading-Centered Activity: Organize <i>information on a cause-and-effect graphic organizer, after teacher modeling</i>, to identify how characters in a story respond to challenges</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created cause-and-effect graphic organizer, independently</i>, to identify how characters in a story respond to challenges</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 describe the responses of story characters to challenges, 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 describe the responses of story characters to challenges, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe the responses of story characters to challenges, 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 describe the responses of story characters to challenges, 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 describe the responses of story characters to challenges, 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 by determining the theme and supporting details	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text by determining the theme and supporting details	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that summarizes a text by determining the theme and supporting details	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes a text by determining the theme and supporting details	Writing-Centered Activity: Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that summarizes a text by determining the theme and supporting 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 5 Standard (RL.5.2): Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

GRADE LEVEL ACADEMIC DEMAND
Determine Theme of Text Using Details
Describe Response of Story Characters to Challenge
and Summarize Text

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, including nouns and related pronouns, that appear throughout the text to determine the theme.
- Identify transitional words (e.g., so, in fact, most, after) that introduce details. In a poem the line break can introduce a different tone or feeling.
- Identify words (nouns, verbs, adjectives and/or adverbs) that describe how a character responds to challenges (e.g., fire, ablaze).
- Use concluding words and phrases to summarize the text (e.g., in summary, in sum, in conclusion).

Examples to Address the Linguistic Demands

	Teacher Directions
<p>Poetry <i>cools</i> me, syllables <i>calm</i> me I read the verses of others the <u>free</u> men and <i>know</i> that I'm never <u>alone</u></p> <p>Poetry <i>sets</i> me <i>aflame</i> I grow <u>furious</u> <u>dangerous</u>, a blaze of soul and heart, a <u>fiery</u> tongue a lantern at midnight</p> <p>Engle, M. (2006). <i>The poet slave of Cuba. A biography of Juan Francisco Manzano</i>. New York: Henry Holt and Co.</p>	<p>In a small group/whole class discussions, discuss the theme of the text and the details related to the characters or narrators:</p> <ul style="list-style-type: none"> • Identify the subject of the stanzas (bold) (pronouns—I, me referring to Juan Francisco Manzano and others referring to other writers). • Identify words that describe how a character feels in response to challenges, in this case, what poetry means to author. The verbs (<i>italics</i>) in the first stanza convey how poetry calms him down (e.g., <i>cools</i>, <i>calm</i>), but the second stanza describes what poetry propels in him (e.g., <i>sets</i>, <i>grow</i>). • Identify adjectives (<u>underline</u>) in the first (e.g., <u>free</u>, <u>alone</u>) and second stanzas (e.g., <u>furious</u>, <u>dangerous</u>, <u>fiery</u>) that add details to the meaning of the text. • In this format, in lieu of transitional words that introduce details, the line break in the poem indicates a transition that introduces a different tone or feeling. • Use words and phrases to summarize the text (e.g., in summary, in sum, in conclusion).