

<b>Common Core Anchor Standard (W.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				<b>MAIN ACADEMIC DEMAND</b> <i>Write Detailed Real or Imagined Narratives</i>	
<b>Common Core Grade 5 Standard (W.5.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Write Well-Structured Narratives to Describe Real or Imagined Experiences, Sequencing Events Using Narrative Techniques and Sensory 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 <b>grade level</b> texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a series-of-events chain</i> to organize an event sequence, as text is read <i>in partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a series-of-events chain</i> to organize an event sequence, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed series-of-events chain</i> to organize an event sequence, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize sentences on a <i>series-of-events chain</i> to organize an event sequence, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify and connect dialogue, pacing and descriptions to experiences, events and characters	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify and connect dialogue, pacing and descriptions to experiences, events and characters	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify and connect dialogue, pacing and descriptions to experiences, events and characters	<b>Reading-Centered Activity:</b> Organize sentences on a <i>matrix, after teacher modeling</i> , to identify and connect dialogue, pacing and descriptions to experiences, events and characters
		<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>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases</i> , and the <i>previously completed graphic organizers to complete sentence starters</i> that describe experiences and events, including sensory details, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases</i> , and the <i>previously completed graphic organizers to complete sentence starters</i> that describe experiences and events, including sensory details, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses</i> to describe experiences and events, including sensory details, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses</i> to describe experiences and events, including sensory details, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently</i> , to describe experiences and events, including sensory details, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases</i> , to <i>complete a clearly sequenced cloze narrative paragraph</i> that uses narrative techniques and sensory details to describe real or imagined experiences	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases</i> , to <i>write two or more clearly sequenced paragraphs</i> that use narrative techniques and sensory details to describe real or imagined experiences	<b>Writing-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses and previously completed graphic organizers to develop a clearly sequenced short narrative essay</i> that uses narrative techniques and sensory details to describe real or imagined experiences	<b>Writing-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses and teacher-provided models to develop a clearly sequenced narrative essay</i> that uses narrative techniques and sensory details to describe real or imagined experiences	<b>Writing-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently</i> , to <i>develop a clearly sequenced multiple paragraph narrative essay</i> that uses narrative techniques and sensory details to describe real or imagined experiences
		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 (RW.5.3):** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

**GRADE LEVEL ACADEMIC DEMAND**  
*Write Well-Structured Narratives to Describe  
 Real or Imagined Experiences,  
 Sequencing Events,  
 Using Narrative Techniques and Sensory Details*

**Linguistic Demands:** The following examples are in English but 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 introductory words and phrases (e.g., once upon a time and once there was are common introductions in an imagined narrative) to orient the reader to a situation or narrator. Real or imagined writing can also be introduced by a description of the setting (place) or character (nouns).
- Use first or third person (e.g., I am or He is) to introduce the characters.
- Use verbs, adverbs, and adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story.
- Use sequence words and phrases (e.g., in the beginning, at first, then, what followed) to signal event order.
- Use transitional words and phrases (e.g., but, because, however) to manage cause.
- Use words and phrases (verbs) (e.g., felt, think, thought) to describe thoughts, adverbs (e.g., slowly, quickly, rapidly) to describe events, and adjectives (e.g., sunny, rainy, sad, glad, cheerful) to describe characters or settings (nouns).
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently) to provide closure.

### Example to Address the Linguistic Demands

*See Grades 1, 4, 7 and 11–12 of this standard for examples of the linguistic demands in Spanish, Chinese, Arabic, Bengali or Haitian Creole.*