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| <p>Common Core Anchor Standard (W.3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> | <p>MAIN ACADEMIC DEMAND <i>Write Detailed Real or Imagined Narratives</i></p> |
| <p>Common Core Grade 8 Standard (W.8.3): Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</p> <p>c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | <p>GRADE LEVEL ACADEMIC DEMAND <i>Write Well-Structured Real or Imagined Narratives</i> <i>Use Techniques Such as Establishing a Point of View, Dialogue, Pacing, Description and Reflection</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:

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| RECEPTIVE | Oracy and Literacy Links | <p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a flow chart</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or teacher-led small groups</i></p> | <p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a flow chart</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or small groups</i></p> | <p>Listening-Centered Activity: Organize <i>phrases and sentences on a flow chart</i> to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information on a flow chart</i> to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p> |
| | | <p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a story map</i> to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a story map</i> to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed story map</i> to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</p> | <p>Reading-Centered Activity: Organize <i>information on a story map, after teacher modeling</i>, to identify and develop experiences events and characters using dialogue, pacing, description and reflection</p> | <p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</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) |
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| PRODUCTIVE | Oracy and Literacy Links | <p>Speaking-Centered Activity: Use <i>pretaught words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe the relationship between real or imagined events and experiences, when speaking in <i>partnership and/or teacher-led small groups</i></p> | <p>Speaking-Centered Activity: Use <i>preidentified words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe the relationship between real or imagined events and experiences, when speaking in <i>partnership and/or small groups</i></p> | <p>Speaking-Centered Activity: Use a <i>word bank that includes transitional words, phrases and clauses</i> to describe the relationship between real or imagined events and experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use a <i>glossary that includes transitional words, phrases and clauses</i> to describe the relationship between real or imagined events and experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use <i>transitional words, phrases and clauses, independently, to describe the relationship between real or imagined events and experiences, when speaking in partnership, small group and/or whole class settings</i></p> |
| | | <p>Writing-Centered Activity: Use <i>pretaught words and phrases, including transitional words and phrases, to complete well-structured cloze narrative paragraphs</i> that establish a point of view and use techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p> | <p>Writing-Centered Activity: Use <i>preidentified words and phrases, including transitional words and phrases, to write two or more well-structured narrative paragraphs</i> that establish a point of view and use techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p> | <p>Writing-Centered Activity: Use a <i>word bank that includes transitional words, phrases and clauses and previously completed graphic organizers to develop a well-structured short narrative essay</i> that establishes a point of view and uses techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p> | <p>Writing-Centered Activity: Use a <i>glossary that includes transitional words, phrases and clauses and teacher-provided models to develop a well-structured narrative essay</i> that establishes a point of view and uses techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p> | <p>Writing-Centered Activity: Use <i>transitional words, phrases and clauses, independently, to develop a well-structured multiple paragraph narrative essay</i> that establishes a point of view and uses techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</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 8 Standard (W.8.3): Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

GRADE LEVEL ACADEMIC DEMAND

Write Well-Structured Real or Imagined Narratives

Use Techniques Such as Establishing a Point of View, Dialogue, Pacing, Description and Reflection

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., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a context.
- Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative.
- Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when, as, initially) to signal event order.
- Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in timeframe or setting.
- Use precise words (e.g., verbs) (e.g., said, whispered, answered, shouted, replied, grumbled), adverbs (e.g., slowly, quickly, carefully, cheerfully, initially) and adjectives (e.g., cheerful, enthusiastic) to capture the action and convey experiences and events
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus, hence) to provide closure.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires writing narratives. Sample texts can be found in the Reading Literature standard 3 for 8th grade.