

<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 11–12 Standard (W.11–12.3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution). Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. Adapt voice, awareness of audience and use of language to accommodate a variety of cultural contexts. 	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Narratives That Include Relevant, Specific and Compelling Details, Using Narrative Techniques and a Variety of Strategies to Sequence Events so That They Build on Each Other</i> <i>Use Precise and Sensory Language Appropriate to Audience and Topic to Convey a Full Picture of the Setting, Characters and Events</i></p>

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 plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as a text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a cluster map</i> to identify relevant, specific and compelling details to develop experiences, events or characters	Reading-Centered Activity: Organize <i>preidentified words and phrases on a cluster map</i> to identify relevant, specific and compelling details to develop experiences, events or characters	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed cluster map</i> to identify relevant, specific and compelling details to develop experiences, events or characters	Reading-Centered Activity: Organize <i>information on a cluster map, after teacher modeling</i> , to identify relevant, specific and compelling details to develop experiences, events or characters	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify relevant, specific and compelling details to develop experiences, events or characters
		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</i> to <i>complete sentence starters</i> that describe how events build upon one another, 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</i> to <i>complete sentence starters</i> that describe how events build upon one another, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how events build upon one another, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary</i> to describe how events build upon one another, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how events build upon one another, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete narrative paragraphs</i> that use precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that use precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details	Writing-Centered Activity: Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to <i>develop a short narrative essay</i> that uses precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details	Writing-Centered Activity: Use a <i>glossary</i> and <i>teacher-provided models</i> to <i>develop a narrative essay</i> that uses precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple page narrative essay</i> that uses precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling 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 11–12 Standard (W.11–12.3): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).
- d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
- f. Adapt voice, awareness of audience and use of language to accommodate a variety of cultural contexts.

GRADE LEVEL ACADEMIC DEMAND

Write Narratives That Include Relevant, Specific and Compelling Details, Using Narrative Techniques and a Variety of Strategies to Sequence Events so That They Build on Each Other
Use Precise and Sensory Language Appropriate to Audience and Topic to Convey a Full Picture of the Setting, Characters and Events

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., I have observed that ____; The conflict is ____; Two opposing views on ____ are ____) to orient the reader to a problem, observation or situation.
- Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative.
- Use precise words (e.g., verbs) (e.g., said, whispered, answered, shouted, replied, grumbled, mumbled), adverbs (e.g., slowly, quickly, carefully, cheerfully, initially, angrily) and adjectives (e.g., cheerful, enthusiastic, interesting, attractive) to develop experiences, events and/or characters.
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus, hence) to provide closure.
- Use words and phrases (e.g., student should consider who will be reading the text, the information the readers have and how the prospective reader feel about the topic) to adapt voice and use of language according to the reader's cultural context.

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 Reading Literature standard 3 for 11th–12th grades.