

<p><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.</p>	<p><b>MAIN ACADEMIC DEMAND</b> <i>Write Detailed Real or Imagined Narratives</i></p>
<p><b>Common Core Grade 3 Standard (W.3.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure</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:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a flow chart</i> to organize an event sequence, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to organize an event sequence, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to organize an event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a flow chart</i> to organize an event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created flow chart, independently</i>, to organize an event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a fishbone map</i> to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a fishbone map</i> to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed fishbone map</i> to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a fishbone map, after teacher modeling</i>, to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created fishbone map, independently</i>, to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined experiences, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined experiences, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank that includes temporal words and phrases</i> to describe real or imagined experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary that includes temporal words and phrases</i> to describe real or imagined experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>temporal words and phrases, independently, to describe real or imagined experiences, when speaking in partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including temporal words and phrases, to complete a cloze narrative paragraph</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including temporal words and phrases, to write two or more narrative paragraphs</i> that use descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes temporal words and phrases and previously completed graphic organizers to develop a short narrative essay</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes temporal words and phrases and teacher-provided models to develop a narrative essay</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use <i>temporal words and phrases, independently, to develop a multiple paragraph narrative essay</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</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 3 Standard (RW.3.3):** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

**GRADE LEVEL ACADEMIC DEMAND**  
*Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure*

**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 sequence words and phrases (e.g., first, then, after, in the end) to signal event order.
- Use words and phrases (verbs) to recount events or a short sequence of events.
- Use adjectives (e.g., big, happy, good) and adverbs (e.g., quickly, slowly, bravely) to describe actions, thoughts, and feelings.
- Use words and phrases (e.g., in the end) to provide closure.

**Example to Address the Linguistic Demands**

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