

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.		MAIN ACADEMIC DEMAND <i>Write Detailed Real or Imagined Narratives</i>				
Common Core Grade Kindergarten Standard (W.K.3): Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred and provide a reaction to what happened.		GRADE LEVEL ACADEMIC DEMAND <i>Narrate an Event or Events Sequentially and Describe a Reaction</i>				
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	Organize <i>illustrated, pretaught words on a sequence chart</i> to describe an event or events sequentially, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a sequence chart</i> to describe an event or events sequentially, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank on a sequence chart</i> to describe an event or events sequentially, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a sequence chart</i> to describe an event or events sequentially, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a sequence chart</i> to describe an event or events sequentially, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to narrate real or imagined event/events sequentially and provide a reaction to what happened</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words to narrate real or imagined event/events sequentially and provide a reaction to what happened</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank to narrate real or imagined event/events sequentially and provide a reaction to what happened</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to narrate real or imagined event/events sequentially and provide a reaction to what happened</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words to narrate real or imagined event/events sequentially and provide a reaction to what happened</i> , when dictating to a teacher and/or drawing/writing
PRODUCTIVE		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 K Standard (W.K.3): Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred and provide a reaction to what happened.	GRADE LEVEL ACADEMIC DEMAND <i>Narrate an Event or Events Sequentially and Describe a Reaction</i>
<p>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.</p> <ul style="list-style-type: none"> • Use verbs (e.g., go, eat, walked) to describe events. • Use sequence words and phrases (e.g., first, then, after, in the end) to tell events in order. • Use adjectives (e.g., happy, sad, easy, better) to describe a reaction. 	
<p style="text-align: center;">Example to Address the Linguistic Demands</p> <p>This standard does not have an example of a linguistic demand because it requires writing, drawing or dictating and providing a reaction to what happened. Sample texts can be found in the Reading for Information and Reading Literature standard 3 for Kindergarten.</p>	