

<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 6 Standard (W.6.3): 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 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 and description, to develop experiences, events and/or characters.</p> <p>c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Detailed Real or Imagined Narratives</i> <i>Introduce the Narrator</i> <i>Develop the Narrative through Dialogue, Pacing and Description</i> <i>Use Transitions, Descriptive Details and Sensory Language and Provide a Conclusion</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:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a timeline</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 timeline</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 partially completed timeline</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 timeline</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 plot line</i> to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a plot line</i> to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed plot line</i> to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p>Reading-Centered Activity: Organize <i>information on a plot line, after teacher modeling</i>, to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</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)
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 real or imagined experiences and events, including sensory and descriptive details, 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 real or imagined experiences and events, including sensory and descriptive details, 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 real or imagined experiences and events, including sensory and descriptive details, 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 real or imagined experiences and events, including sensory and descriptive details, 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</i> real or imagined experiences and events, including sensory and descriptive details, when speaking in <i>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 introduce a narrator; use dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provide a conclusion</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 introduce a narrator; use dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provide a conclusion</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 introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion</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 introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion</p>	<p>Writing-Centered Activity: Use <i>transitional words, phrases and clauses, independently, to develop a well-structured multiple paragraph narrative essay</i> that introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion</p>
		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 6 Standard (W.6.3): 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 introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

GRADE LEVEL ACADEMIC DEMAND

Write Detailed Real or Imagined Narratives

Introduce the Narrator

Develop the Narrative through Dialogue, Pacing and Description

Use Transitions, Descriptive Details and Sensory Language and Provide a Conclusion

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 situation or narrator.
- Use first or third person (e.g., I am or He is) to introduce the characters.
- 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 sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when) to signal event order.
- Use verbs, adverbs, and adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story.
- Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in time frame or setting.
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus) 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.