Common Core Anchor Standard (W.3): Write narratives to develop real or imagined experiences Main Academic Demand or events using effective technique, well-chosen details and well-structured event sequences. Write Detailed Real or Imagined Narratives Common Core Grade 6 Standard (W.6.3): Write narratives to develop real or imagined GRADE LEVEL ACADEMIC DEMAND experiences or events using effective technique, relevant descriptive details and well-structured event Write Detailed Real or Imagined Narratives sequences. *Introduce the Narrator* a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize Develop the Narrative through Dialogue, Pacing an event sequence that unfolds naturally and logically. and Description b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or Use Transitions, Descriptive Details and Sensory characters Language and Provide a Conclusion 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 e. Provide a conclusion that follows from the narrated experiences or events. 5 Levels of **Entering Transitioning Expanding Commanding Emerging** Language (Beginner) (Low Intermediate) (High Intermediate) (Advanced) (Proficient) **Development** When acquiring a new language, using **grade level** texts and appropriate supports, students are able to: **Listening-Centered Listening-Centered Listening-Centered Listening-Centered Listening-Centered Activity:** Organize *pretaught* **Activity:** Organize Activity: Organize phrases **Activity:** Organize **Activity:** Organize words and phrases on a preidentified words and and sentences on a partially *information on a timeline* to information in a note-taking completed timeline to timeline to organize a natural phrases on a timeline to organize a natural and logical guide, independently, to and logical event sequence, organize a natural and logical organize a natural and logical event sequence, as text is organize a natural and logical read in partnership, small event sequence, as text is as text is read in partnership event sequence, as text is event sequence, as text is read in partnership, small and/or teacher-led small read in *partnership and/or* group and/or whole class read in partnership, small group and/or whole class group and/or whole class groups small groups settings Oracy settings settings and **Reading-Centered Activity: Reading-Centered Activity: Reading-Centered Activity: Reading-Centered Activity: Reading-Centered Activity:** Organize pretaught words Organize preidentified words Organize phrases and Organize information on a Organize information in a Literacy and phrases on a plot line to and phrases on a plot line to sentences on a partially plot line, after teacher note-taking guide, Links identify and develop identify and develop completed plot line to modeling, to identify and independently, to identify experiences, events and experiences, events and identify and develop develop experiences, events and develop experiences, characters with dialogue, characters with dialogue, experiences, events and and characters with dialogue, events and characters with pacing, sensory details and pacing, sensory details and characters with dialogue, pacing, sensory details and dialogue, pacing, sensory descriptions descriptions pacing, sensory details and descriptions details and descriptions descriptions in the *new and/or the home* in the new and, occasionally, in the *new language*. in the *new and/or the home* in the *new language*. language. language. in the home language.

Draft NLAP Writing (W)
W.3: W.6.3

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5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
IVE		Speaking-Centered Activity: Use pretaught words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters that describe real or imagined experiences and events, including sensory and descriptive details, when speaking in partnership and/or teacher- led small groups	Speaking-Centered Activity: Use preidentified words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters that describe real or imagined experiences and events, including sensory and descriptive details, when speaking in partnership and/or small groups	Speaking-Centered Activity: Use a word bank that includes transitional words, phrases and clauses to describe real or imagined experiences and events, including sensory and descriptive details, when speaking in partnership, small group and/or whole class settings	Activity: Use a glossary that includes transitional words, phrases and clauses to describe real or imagined experiences and events, including sensory and descriptive details, when speaking in partnership, small group and/or whole class settings	Speaking-Centered Activity: Use transitional words, phrases and clauses, independently, to describe real or imagined experiences and events, including sensory and descriptive details, when speaking in partnership, small group and/or whole class settings
PRODUCTIVE	Oracy and Literacy Links	Writing-Centered Activity: Use pretaught words and phrases, including transitional words and phrases, to complete well-structured cloze narrative paragraphs that introduce a narrator; use dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provide a conclusion	Writing-Centered Activity: Use preidentified words and phrases, including transitional words and phrases, to write two or more well-structured narrative paragraphs that introduce a narrator; use dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provide a conclusion	Writing-Centered Activity: Use a word bank that includes transitional words, phrases and clauses and previously completed graphic organizers to develop a well-structured short narrative essay that introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion	Writing-Centered Activity: Use a glossary that includes transitional words, phrases and clauses and teacher-provided models to develop a well- structured narrative essay that introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion	Writing-Centered Activity: Use transitional words, phrases and clauses, independently, to develop a well-structured multiple paragraph narrative essay that introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion
		in the new and/or the home language.	in the <i>new and/or the home</i> language.	in the new and, occasionally, in the home language.	in the new language.	in the new language.

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.

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