

<p>Common Core Anchor Standard (RW.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 4 Standard (RW.4.3): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Narratives That Describe Real or Imagined Events, Using Descriptive Details and Clear Event Sequences Structure Narrative to Describe Narrator and Introduce Characters</i> <i>Use Sensory Details to Describe Experiences and Events in Detail</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 flow chart</i> to sequence events clearly, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a flow chart</i> to sequence events clearly, as text is read in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed flow chart</i> to sequence events clearly, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a flow chart</i> to sequence events clearly, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a self-created flow chart, independently</i>, to sequence events clearly, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a story map</i> to identify the narrator and/or characters, the sequence of events and sensory details that develop the plot</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a story map</i> to identify the narrator and/or characters, the sequence of events and sensory details that develop the plot</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed story map</i> to identify the narrator and/or characters, the sequence of events and sensory details that develop the plot</p>	<p>Reading-Centered Activity: Organize <i>sentences on a story map, after teacher modeling</i>, to identify the narrator and/or characters, the sequence of events and sensory details that develop the plot</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created story map, independently</i>, to identify the narrator and/or characters, the sequence of events and sensory details that develop the plot</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 temporal words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined events, using descriptive details and clear event sequences, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: 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 events, using descriptive details and clear event sequences, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank that includes temporal words and phrases</i> that describe real or imagined events, using descriptive details and clear event sequences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use a <i>glossary that includes temporal words and phrases</i> that describe real or imagined events, using descriptive details and clear event sequences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>temporal words and phrases, independently, that describe real or imagined events, using descriptive details and clear event sequences, when speaking in partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases, including temporal words and phrases, to complete a clearly sequenced cloze narrative paragraph</i> that describes a narrator, introduces characters and uses sensory details to describe experiences of events</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases, including temporal words and phrases, to write two or more clearly sequenced narrative paragraphs</i> that describe a narrator, introduce characters and use sensory details to describe experiences of events</p>	<p>Writing-Centered Activity: Use a <i>word bank that includes temporal words and phrases and previously completed graphic organizers to develop a clearly sequenced short narrative essay</i> that describes a narrator, introduces characters and uses sensory details to describe experiences of events</p>	<p>Writing-Centered Activity: Use a <i>glossary that includes temporal words and phrases and teacher-provided models to develop a clearly sequenced narrative essay</i> that describes a narrator, introduces characters and uses sensory details to describe experiences of events</p>	<p>Writing-Centered Activity: Use <i>temporal words and phrases, independently, to develop a clearly sequenced multiple paragraph narrative essay</i> that describes a narrator, introduces characters and uses sensory details to describe experiences of events</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 4 Standard (RW.4.3):** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

GRADE LEVEL ACADEMIC DEMAND:
Write Narratives That Describe Real or Imagined Events, Using Descriptive Details and Clear Event Sequences Structure Narrative to Describe Narrator and Introduce Characters
Use Sensory Details to Describe Experiences and Events in Detail

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., once upon a time and once there was are common introductions in an imagined narrative) to orient the reader to a situation or narrator. Real or imagined writing can also be introduced by a description of the setting (place) or character (noun).
- Use first or third person (e.g., I am or He is) to introduce the characters.
- Use sequence words and phrases (e.g., in the beginning, at first, first) to signal event order.
- Use adjectives (e.g., sunny, rainy, cheerful, awful) to describe sensory details.
- Use words and phrases (verbs) (e.g., felt, think, thought), adverbs to describe events (e.g., slowly, quickly, rapidly) to describe thoughts, and adjectives (e.g., sunny, rainy, sad, glad, cheerful) to describe characters or settings (nouns).
- Use transitional words and phrases (e.g., but, because, however) to manage cause and effect and sequencing (e.g., in the beginning, once there was, then, subsequently).
- Use words and phrases (e.g., finally, in conclusion, ever after, 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 writing narratives. Sample texts can be found in Reading Literature standard 3 for 4th grade.