

<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.		<b>MAIN ACADEMIC DEMAND</b> <i>Write Detailed Real or Imagined Narratives</i>			
<b>Common Core Grade 7 Standard (W.7.3):</b> 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 point of view 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 capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Write Well-Structured Narratives to Describe Real or Imagined Experiences, Sequencing and Events, Using Effective Techniques, Relevant and Descriptive Details and Precise Language</i>			
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a narrative story matrix</i> to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a narrative story matrix</i> to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed narrative story matrix</i> to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters	<b>Reading-Centered Activity:</b> Organize <i>information on a narrative story matrix, after teacher modeling</i> , to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases</i> , and the <i>previously completed graphic organizers to complete sentence starters</i> that describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases</i> , and the <i>previously completed graphic organizers to complete sentence starters</i> that describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses</i> to describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses</i> to describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently</i> , to describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, to complete well-structured cloze narrative paragraphs</i> that use effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, to write two or more well-structured narrative paragraphs</i> that use effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters	<b>Writing-Centered Activity:</b> 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 uses effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters	<b>Writing-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses and teacher-provided models to develop a well-structured narrative essay</i> that uses effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters	<b>Writing-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently</i> , to develop a <i>well-structured multiple paragraph narrative essay</i> that uses effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters
		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 7 Standard (W.7.3):** 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 point of view 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 capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**GRADE LEVEL ACADEMIC DEMAND**  
*Write Well-Structured Narratives to Describe Real or Imagined Experiences, Sequencing and Events, Using Effective Techniques, Relevant and Descriptive Details and Precise Language*

**Linguistic Demands:** The following examples are in English that 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 s/he is) to develop point of view in a narrative.
- Use adjectives and adverbs (e.g., sunny, rainy, cheerful, awful) to describe sensory details.
- Use verbs, adverbs, 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

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 7th grade.