

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 1 Standard (W.1.3): Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.		GRADE LEVEL ACADEMIC DEMAND <i>Write Narratives Sequencing Two or More Events, Including Details and Closure</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	Listening-Centered Activity: Organize <i>pretaught words and phrases on a sequencing graphic organizer</i> to determine the sequence of events, as text is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a sequencing graphic organizer</i> to determine the sequence of events, as text is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed sequencing graphic organizer</i> to determine the sequence of events, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a sequencing graphic organizer</i> to determine the sequence of events, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created sequencing graphic organizer, independently</i> , to determine the sequence of events, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a series-of-events graphic organizer</i> to identify events and details	Reading-Centered Activity: Organize <i>pre-identified words and phrases on a series-of-events graphic organizer</i> to identify events and details	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed series-of-events graphic organizer</i> to identify events and details	Reading-Centered Activity: Organize <i>sentences on a series-of-events graphic organizer, after teacher modeling</i> , to identify events and details	Reading-Centered Activity: Organize <i>information on a self-created series-of-events graphic organizer, independently</i> , to identify events and details
		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>

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 the previously completed graphic organizers to complete sentence starters</i> that retell a sequence of events supported by details of what happened, 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 the previously completed graphic organizers to complete sentence starters</i> that retell a sequence of events supported by details of what happened, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank that includes temporal words</i> to retell a sequence of events supported by details of what happened, 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</i> to retell a sequence of events supported by details of what happened, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>temporal words, independently</i>, to retell a sequence of events supported by details of what happened, 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 temporal words and phrases, to complete a cloze narrative paragraph</i> that recounts two or more sequenced events including details and closure</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases, including temporal words, to complete cloze narrative paragraphs</i> that recount two or more sequenced events including details and closure</p>	<p>Writing-Centered Activity: Use a <i>word bank that includes temporal words and previously completed graphic organizers to develop a short narrative essay</i> that recounts two or more sequenced events including details and closure</p>	<p>Writing-Centered Activity: Use a <i>glossary that includes temporal words and teacher-provided models to develop a narrative essay</i> that recounts two or more sequenced events including details and closure</p>	<p>Writing-Centered Activity: Use <i>temporal words, independently, to develop a multiple paragraph narrative essay</i> that recounts two or more sequenced events including details and closure</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 1 Standard (W.1.3): Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

GRADE LEVEL ACADEMIC DEMAND
*Write Narratives Sequencing Two or More Events,
Including Details and Closure*

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 words and phrases (verbs) to describe two or more events.
- Use words and phrases (adjectives) (e.g., big, happy, good) to provide details.
- Use words and phrases (e.g., first, then, after, in the end) to sequence events.
- Use words and phrases (e.g., 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 that students write and recount narratives. Sample texts can be found in the Reading Literature standard 3 for 1st grade.