

<p><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.</p>		<p><b>MAIN ACADEMIC DEMAND</b> <i>Write Detailed Real or Imagined Narratives</i></p>				
<p><b>Common Core Grade 2 Standard (W.2.3):</b> Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts and feelings; use temporal words to signal event order and provide a sense of closure.</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Write a Narrative Using Temporal Words to Sequence an Event or Events, Include Detailed Actions, Thoughts, and Feelings and Provide Closure</i></p>				
<p><b>5 Levels of Language Development</b></p>	<p><b>Entering (Beginner)</b></p>	<p><b>Emerging (Low Intermediate)</b></p>	<p><b>Transitioning (High Intermediate)</b></p>	<p><b>Expanding (Advanced)</b></p>	<p><b>Commanding (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a sequence-of-events graphic organizer</i> to determine a sequence of events, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a sequence-of-events graphic organizer</i> to determine a sequence of events, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed sequence-of-events graphic organizer</i> to determine a sequence of events, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a sequence-of-events graphic organizer, after teacher modeling</i>, to determine a sequence of events, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a story map</i> to describe a sequence of events including actions, thoughts and feelings</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story map</i> to describe a sequence of events including actions, thoughts and feelings</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed story map</i> to describe a sequence of events including actions, thoughts and feelings</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a story map, after teacher modeling</i>, to describe a sequence of events including actions, thoughts and feelings</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created story map, independently</i>, to describe a sequence of events including actions, thoughts and feelings</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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that retell a sequence of events, including actions, thoughts and feelings, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that retell a sequence of events, including actions, thoughts and feelings, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank that includes temporal words</i> to retell a sequence of events, including actions, thoughts and feelings, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary that includes temporal words</i> to retell a sequence of events, including actions, thoughts and feelings, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>temporal words, independently, to retell a sequence of events, including actions, thoughts and feelings, when speaking in partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including temporal words and phrases, to complete a cloze narrative paragraph</i> that describes a sequence of events, including actions, thoughts and feelings	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including temporal words, to complete cloze narrative paragraphs</i> that describe a sequence of events, including actions, thoughts and feelings	<b>Writing-Centered Activity:</b> Use a <i>word bank that includes temporal words and previously completed graphic organizers to develop a short narrative</i> that describes a sequence of events, including actions, thoughts and feelings	<b>Writing-Centered Activity:</b> Use a <i>glossary that includes temporal words and teacher-provided models to develop a narrative essay</i> that describes a sequence of events, including actions, thoughts and feelings	<b>Writing-Centered Activity:</b> Use <i>temporal words, independently, to develop a multiple paragraph narrative essay</i> that describes a sequence of events, including actions, thoughts and feelings
		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 2 Standard (W.2.3):** Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts and feelings; use temporal words to signal event order and provide a sense of closure.

**GRADE LEVEL ACADEMIC DEMAND**  
*Write a Narrative Using Temporal Words to Sequence an Event or Events, Include Detailed Actions, Thoughts and Feelings and Provide 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 sequence words and phrases (e.g., first, then, after, in the end) to signal event order.
- Use words and phrases (verbs) to recount events or a short sequence of events.
- Use adjectives (e.g., big, happy, good) and adverbs (e.g., quickly, slowly, bravely) to describe actions, thoughts, and feelings.
- 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 the student to write and recount narratives. Sample texts can be found in the Reading Literature standard 3 for 2nd grade.