

California Department of Education
 English Language Development
 Standards (2012) for Grade 5
 correlated to
Carousel of IDEAS, 4th Edition

U1 – Unit 1; U2 – Unit 2; U3 – Unit 3; U4 – Unit 4; U5 – Unit 5; U6 – Unit 6; U7 – Unit 7; U8 – Unit 8

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts		
Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative		
<p>1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and respond using short phrases.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, including sustained dialogue by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>
<p>U1: 45, 47, 50, 51, 58, 59, 71, 72, 78, 94, 97, 104, 105, 117, 121, 123, 130, 136, 138, 140, 148</p>	<p>Teacher’s Guide Set 2 U5: 42, 44, 47, 48, 51, 52, 56-57, 61, 62, 65, 66, 74-75, 78-79, 82-83, 84, 87-90, 102-103, 105, 108, 109, 112, 114, 116-117, 121, 136-137, 141, 150-151, 159, 169-171, 174, 178-179, 182-183, 189, 200-201, 209, 211, 214-215, 223-224</p>	<p>Teacher’s Guide Set 2 U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>A. Collaborative, cont.</p>		
<p>Teacher’s Guide Set 1, cont.</p> <p>U2: 163, 165, 170, 179, 180, 189, 205, 220, 237, 241, 243, 255, 265, 268, 272, 279, 290, 293, 295, 296, 310, 317, 325</p> <p>U3: 340, 342, 343, 345, 347, 349, 355, 358, 367, 368, 372, 374, 378, 386, 395, 399, 408, 417, 424, 427, 431, 440, 442, 445, 446, 457, 458, 466, 471, 473, 476, 477, 498, 500, 502, 506</p> <p>U4: 519, 522, 526, 529, 532, 542, 544, 548, 549, 550, 553, 567, 571, 573, 574, 577, 578, 580, 591, 592, 595, 599, 602, 615, 620, 625, 630, 640, 649, 652</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 18, 31, 33, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211</p> <p>Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2, cont.</p> <p>U6: 236, 239, 243, 248-249, 254, 264, 271, 276, 278-279, 292, 293, 296, 300-301, 306, 309, 312, 317, 327, 340, 345-346, 355, 363-364, 367-369, 371, 372, 382-383, 389, 391-392, 395-396, 397, 399-400</p> <p>U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 35A-35F, 89</p> <p>Theme Pictures: 19-29</p>	<p>Teacher’s Guide Set 2, cont.</p> <p>U8: 557-559, 562, 583, 587, 594-596, 598-599, 610-611, 614, 617, 618, 621-623, 631-633, 636, 638-639, 648</p> <p>Theme Pictures: 28-36</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>A. Collaborative, cont.</p>		
<p>2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>
<p>Teacher’s Guide Set 1 U1: 143 U2: 181, 245, 253, 323-325, 328 U3: 353, 359, 427, 428, 459, 474, 482, 504-505 U4: 526, 530, 548, 554, 578, 602, 605, 647, 650 Resource Book Set 1 Activity Sheets: 102, 116, 121, 123, 178, 185A-185C, 188, 218, 229, 230, 231 Templates: E, NN Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2 U5: 49, 53, 59, 91, 110, 118, 119, 124, 127, 147, 156, 159,160, 179, 183, 190, 203 U6: 250, 272, 279, 280, 283, 341, 373, 384, 393 U7: 413, 426, 429, 430, 445, 449, 499, 506, 507, 531-532, 539 Resource Book Set 2 Activity Sheets: 3,6, 9, 24, 27,43, 44, 48, 49, 51, 53, 59, 82, 110, 110, 114 Templates: 1A, 1B, 3, 4, 5, C, D, E, G, H, I, K, V Theme Pictures: 19-29</p>	<p>Teacher’s Guide Set 2 U7: 413, 426, 429, 430, 445, 449, 499, 506, 507, 531-532, 539 U8: 570, 571, 573-574, 596, 615, 639, 643, 648 Resource Book Set 2 Activity Sheets: 130, 146, 188 Templates: DD, EE, JJ, KK, LL Theme Pictures: 28-36</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>A. Collaborative, cont.</p>		
<p>3. Offering opinions Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p>3. Offering opinions Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</p>	<p>3. Offering opinions Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However ...</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p>
<p>Teacher's Guide Set 1 U1: 55, 58, 70, 79, 99, 124, 147 U2: 200, 226, 248, 275, 320, 353 U3: 379, 427, 453, 478 U4: 529, 554, 578, 602, 626 Resource Book Set 1 Activity Sheets: 214 Theme Pictures: 1-18</p>	<p>Teacher's Guide Set 2 U5: 59, 91, 104, 110, 118, 138, 179, 183, 184, 215, 251, 252 U6: 250, 279, 335, 341, 372 U7: 480, 506, 539 Resource Book Set 2 Activity Sheets: 31, 48, 71, 98 Templates: D, E, G Theme Pictures: 28</p>	<p>Teacher's Guide Set 2 U7: 480, 506, 539 U8: 570, 587, 596, 618, 643, 648 Resource Book Set 2 Activity Sheets: 188 Theme Pictures: 28-36</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>A. Collaborative, cont.</p>		
<p>4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.</p>	<p>4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.</p>	<p>4. Adapting language choices Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 45, 47, 50, 51, 58, 59, 71, 72, 78, 94, 97, 104, 105, 117, 121, 123, 130, 136, 138, 140, 148,</p> <p>U2: 163, 165, 170, 179, 180, 189, 205, 220, 237, 241, 243, 255, 265, 268, 272, 279, 290, 293, 295, 296, 310, 317, 325</p> <p>U3: 340, 342, 343, 345, 347, 349, 355, 358, 367, 368, 372, 374, 378, 386, 395, 399, 408, 417, 424, 427, 431, 440, 442, 445, 446, 457, 458, 466, 471, 473, 476, 477, 498, 500, 502, 506</p> <p>U4: 519, 522, 526, 529, 532, 542, 544, 548, 549, 550, 553, 567, 571, 573, 574, 577, 578, 580, 591, 592, 595, 599, 602, 615, 620, 625, 630, 640, 649, 652</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 42, 44, 47, 48, 51, 52, 56-57, 61, 62, 65, 66, 74-75, 78-79, 82-83, 84, 87-90, 102-103, 105, 108, 109, 112, 114, 116-117, 121, 136-137, 141, 150-151, 159, 169-171, 174, 178-179, 182-183, 189, 200-201, 209, 211, 214-215, 223-224</p> <p>U6: 236, 239, 243, 248-249, 254, 264, 271, 276, 278-279, 292, 293, 296, 300-301, 306, 309, 312, 317, 327, 340, 345-346, 355, 363-364, 367-369, 371, 372, 382-383, 389, 391-392, 395-396, 397, 399-400</p> <p>U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p> <p>U8: 557-559, 562, 583, 587, 594-596, 598-599, 610-611, 614, 617, 618, 621-623, 631-633, 636, 638-639, 648</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>Resource Book Set 1</p> <p>Activity Sheets: 18, 31, 33, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211</p> <p>Theme Pictures: 1-18</p>	<p>Resource Book Set 2</p> <p>Activity Sheets: 35A-35F, 89</p> <p>Theme Pictures: 19-29</p>	<p>Theme Pictures: 28-36</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative		
<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 45, 47, 50, 51, 58, 59, 71, 72, 78, 94, 97, 104, 105, 117, 121, 123, 130, 136, 138, 140, 148</p> <p>U2: 163, 165, 170, 179, 180, 189, 205, 220, 237, 241, 243, 255, 265, 268, 272, 279, 290, 293, 295, 296, 310, 317, 325</p> <p>U3: 340, 342, 343, 345, 347, 349, 355, 358, 367, 368, 372, 374, 378, 386, 395, 399, 408, 417, 424, 427, 431, 440, 442, 445, 446, 457, 458, 466, 471, 473, 476, 477, 498, 500, 502, 506</p> <p>U4: 519, 522, 526, 529, 532, 542, 544, 548, 549, 550, 553, 567, 571, 573, 574, 577, 578, 580, 591, 592, 595, 599, 602, 615, 620, 625, 630, 640, 649, 652</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 42, 44, 47, 48, 51, 52, 56-57, 61, 62, 65, 66, 74-75, 78-79, 82-83, 84, 87-90, 102-103, 105, 108, 109, 112, 114, 116-117, 121, 136-137, 141, 150-151, 159, 169-171, 174, 178-179, 182-183, 189, 200-201, 209, 211, 214-215, 223-224</p> <p>U6: 236, 239, 243, 248-249, 254, 264, 271, 276, 278-279, 292, 293, 296, 300-301, 306, 309, 312, 317, 327, 340, 345-346, 355, 363-364, 367-369, 371, 372, 382-383, 389, 391-392, 395-396, 397, 399-400</p> <p>U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p> <p>U8: 557-559, 562, 583, 587, 594-596, 598-599, 610-611, 614, 617, 618, 621-623, 631-633, 636, 638-639, 648</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>B. Interpretative, cont.</p>		
<p>Resource Book Set 1 Activity Sheets: 18, 31, 33, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211 Theme Pictures: 1-18</p>	<p>Resource Book Set 2 Activity Sheets: 35A-35F, 89 Theme Pictures: 19-29</p>	<p>Theme Pictures: 28-36</p>
<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.</p>	<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p>
<p>Teacher’s Guide Set 1 U1: 54, 58, 70, 73, 78, 98, 124, 146 U2: 167, 174, 199, 248, 275, 279, 282, 300, 320 U3: 349, 352, 378, 379, 404, 407, 427, 431, 450, 453, 454, 477, 481, 498, 500 U4: 526, 529, 553, 568, 577, 592, 595, 596, 597, 598, 602, 620, 625, 645, 649</p>	<p>Teacher’s Guide Set 2 U5: 53, 56-57, 66, 88-89, 93, 108, 116-117, 119, 146, 150-151, 182-183, 190-191, 202, 210, 214-215, 223 U6: 248-249, 269, 278-279, 282, 306-307, 338-339, 367-368, 384, 391-392, 395-396, 398 U7: 424-425, 430, 443, 449, 451-452, 476, 497, 505-506, 512, 530, 535-538</p>	<p>Teacher’s Guide Set 2 U7: 424-425, 430, 443, 449, 451-452, 476, 497, 505-506, 512, 530, 535-538 U8: 563, 568-570, 573, 583, 584, 594-596, 614, 620-622, 635, 642-643</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative, cont.		
<p>Resource Book Set 1 Activity Sheets: 7, 9, 12, 47, 71, 93-95, 97A, 97B, 100, 117, 119, 140A, 140B, 142, 147, 149A, 149B, 151A, 151B, 164, 173, 184, 185A, 185B, 185C, 189A, 189B, 209, 211, 213A, 213B, 217A, 217B, 221</p>	<p>Resource Book Set 2 Activity Sheets: 11, 18, 23, 27, 30, 35A-35F, 36, 52A-52B, 54A, 54B, 55, 60, 64, 81, 114, 116</p>	<p>Resource Book Set 2 Activity Sheets: 125, 127, 143, 151, 161-172, 181, 185A-185B</p>
<p>6. Reading/viewing closely b) Use knowledge of frequently-used affixes (e.g., <i>un-</i>, <i>mis-</i>) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>6. Reading/viewing closely b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>6. Reading/viewing closely b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context and reference materials to determine the meaning of unknown words on familiar and new topics.</p>
<p>Teacher’s Guide Set 1 U1: 57, 74, 150, 151 U2: 172, 178, 202, 226, 228, 248, 252, 278, 317, 325 U3: 345, 384, 407, 421, 497, 501, 505 U4: 571, 594 Resource Book Set 1 Activity Sheets: 129 Templates: I</p>	<p>Teacher’s Guide Set 2 U5: 45, 46, 65, 76, 83, 93, 102, 105, 113, 127, 136, 144, 147, 171, 201 U6: 237, 266, 294, 304, 328, 332, 356, 358, 371, 384 U7: 412, 495, 524, 528, 539 Resource Book Set 2 Activity Sheets: 88 Templates: B</p>	<p>Teacher’s Guide Set 2 U7: 412, 495, 524, 528, 539 U8: 563, 584, 632</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>B. Interpretative, cont.</p>		
<p>7. Evaluating language choices Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.</p>
<p>Teacher’s Guide Set 1 U1: 57, 115, 123, 127, 140 U2: 167, 205, 222, 240-241, 248, 281, 282, 300 U3: 355-356, 385, 407, 425, 430, 431, 444, 451, 470, 472 U4: 532, 556, 557, 590, 628 Resource Book Set 1 Activity Sheets: 40 Templates: DD1, DD2, DD3, EE1, EE2, EE3 Theme Pictures: 7, 8, 12, 13, 14, 18</p>	<p>Teacher’s Guide Set 2 U5: 84, 85, 146, 151, 152, 175, 179, 203 U6: 241, 272, 296, 341, 356, 386-390 U7: 471, 495, 524 Resource Book Set 2 Activity Sheets: 20A-20B, 39, 83 Theme Pictures: 19, 20, 25, 27, 29</p>	<p>Teacher’s Guide Set 2 U7: 471, 495, 524 U8: 570, 582 Resource Book Set 2 Activity Sheets: 134, 148 Theme Pictures: 29</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative, cont.		
<p>8. Analyzing language choices Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).</p>	<p>8. Analyzing language choices Distinguish how different words with similar meanings (e.g., describing an event as <i>sad</i> versus <i>tragic</i>) and figurative language (e.g., <i>she ran like a cheetah</i>) produce shades of meaning and different effects on the audience.</p>	<p>8. Analyzing language choices Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>thrilling</i>, <i>possibly</i> versus <i>certainly</i>) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience.</p>
<p>Teacher’s Guide Set 1 U2: 205</p>	<p>Teacher’s Guide Set 2 U6: 271, 272, 274, 358-360 U7: 471 Resource Book Set 2 Activity Sheets: 19, 40, 67, 68, 77, 105, 106 Templates: K Theme Pictures: 21</p>	<p>Teacher’s Guide Set 2 U7: 471 U8: 571, 631 Resource Book Set 2 Templates: K</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive		
<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers.</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process, etc.) with moderate support.</p>	<p>9. Presenting Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 61, 106, 119, 122, 128, 129, 146 U2: 165, 171, 179, 181, 193, 197, 217, 220, 239, 244, 250, 255, 267, 270, 280, 301, 312, 326, 328 U3: 353, 359, 379, 402, 406, 418, 422, 425, 428, 430, 451, 453, 454, 457, 459, 469, 478, 482, 492, 498, 503 U4: 526, 529, 553, 568, 577, 592, 595, 596, 597, 598, 602, 620, 625, 645, 649</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 9, 29, 33, 71, 75, 100, 119, 147, 173, 211 Theme Pictures: 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 46, 50, 54, 60, 63, 64, 67, 77, 80, 81, 94, 105, 106, 127, 128, 148, 153, 157, 176, 179, 180, 184, 204, 210, 212, 216 U6: 252, 245, 252, 267, 273, 280, 284, 295, 299, 303, 311, 315, 317, 330, 335, 336, 346, 347, 360, 364, 365, 370, 372, 373, 384, 385, 390, 393, 398 U7: 413, 422, 427, 429, 430, 431, 442, 449, 454, 457, 468, 473, 474, 477, 480, 481, 496, 503, 508, 511, 525, 539, 540, 543, 547</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 30, 44, 64 Templates: 2 Theme Pictures: 20, 21, 24, 25, 26, 28</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 413, 422, 427, 429, 430, 431, 442, 449, 454, 457, 468, 473, 474, 477, 480, 481, 496, 503, 508, 511, 525, 539, 540, 543, 547 U8: 560, 567, 572, 585, 588, 589, 592, 597, 615, 623, 637, 640</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 125,130 Theme Pictures: 28, 30, 32, 33, 34, 35</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>C. Productive, cont.</p>		
<p>10. Writing</p> <p>a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p>	<p>10. Writing</p> <p>a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p>	<p>10. Writing</p> <p>a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 82, 83, 105, 143</p> <p>U2: 181, 245, 253, 283, 323-325, 328</p> <p>U3: 353, 359, 427, 428, 459, 474, 482, 504-505</p> <p>U4: 526, 530, 554, 578, 602, 605, 647, 640</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 102, 116, 121, 123, 178, 188, 218, 229, 230, 231</p> <p>Templates: E, NN</p> <p>Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 49, 53, 59, 91, 110, 118, 119, 124, 127, 147, 156, 159, 160, 179, 183, 190, 203</p> <p>U6: 250, 272, 279, 280, 283, 341, 373, 384, 393</p> <p>U7: 413, 426, 429, 430, 445, 449, 506, 507, 531-532, 539</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 3, 6, 9, 24, 27, 43, 44, 48, 49, 51, 53, 59, 82, 110, 115</p> <p>Templates: 1A, 1B, 3, 4, 5, C, D, E, G, H, I, K, V</p> <p>Theme Pictures: 19-29</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 413, 426, 429, 430, 445, 449, 506, 507, 531-532, 539</p> <p>U8: 570, 571, 573-574, 596, 615, 639, 643, 648</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 130, 146, 188</p> <p>Templates: DD, EE, JJ, KK, LL</p> <p>Theme Pictures: 28-36</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>C. Productive, cont.</p>		
<p>10. Writing</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>N/A</p>	<p>Teacher’s Guide Set 2 U7: 444 Templates: DD, EE</p>	<p>Teacher’s Guide Set 2 U7: 444 Templates: DD, EE</p>
<p>11. Supporting opinions</p> <p>a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.</p>	<p>11. Supporting opinions</p> <p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content.</p>	<p>11. Supporting opinions</p> <p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 55, 58, 70, 79, 99, 124, 147 U2: 200, 226, 248, 275, 320 U3: 353, 379, 427, 453, 478 U4: 529, 554, 578, 602, 626</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 59, 91, 104, 110, 118, 138, 179, 183, 184, 215, 251, 252 U6: 250, 279, 335, 341, 372 U7: 480, 506, 539</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 480, 506, 539 U8: 570, 587, 596, 618, 643, 648</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive, cont.		
<p>Resource Book Set 1 Activity Sheets: 214 Theme Pictures: 1-18</p>	<p>Resource Book Set 2 Activity Sheets: 31, 48, 71, 98 Templates: D, E, G Theme Pictures: 28</p>	<p>Resource Book Set 2 Activity Sheets: 188 Theme Pictures: 28-36</p>
<p>11. Supporting opinions b) Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, has to, maybe</i>).</p>	<p>11. Supporting opinions b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>11. Supporting opinions b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>
<p>N/A</p>	<p>Teacher’s Guide Set 2 U6: 247, 251, 252, 310 U7: 497-498 Theme Pictures: 23, 29</p>	<p>Teacher’s Guide Set 2 U7: 497-498 U8: 587 Theme Pictures: 29</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive, cont.		
<p>12. Selecting language resources a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p>	<p>12. Selecting language resources a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p>	<p>12. Selecting language resources a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p>
<p>Teacher’s Guide Set 1 U1: 115 U2: 222, 228, 241, 281 U3: 385, 387, 430, 474 U4:556, 628 Theme Pictures: 7</p>	<p>Teacher’s Guide Set 2 U5: 102, 105, 136-137, 151 U6: 280, 311, 370, 398 Resource Book Set 2 Activity Sheets: 68 Theme Pictures: 19, 20, 25, 26, 27, 29</p>	<p>Teacher’s Guide Set 2 U8: 571, 584 Resource Book Set 2 Theme Pictures: 29</p>
<p>12. Selecting language resources b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I’m <i>unhappy</i>.).</p>	<p>12. Selecting language resources b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She <i>walked</i>. He likes . . . , I’m <i>unhappy</i>.).</p>	<p>12. Selecting language resources b) Select a variety of appropriate affixes for accuracy and precision (e.g., She’s <i>walking</i>. I’m <i>uncomfortable</i>. They left <i>reluctantly</i>.).</p>
<p>N/A</p>	<p>Teacher’s Guide Set 2 U6: 304 U7: 539 Resource Book Set 2 Activity Sheets: 88</p>	<p>Teacher’s Guide Set 2 U7: 539</p>

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works		
English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Structuring Cohesive Texts		
<p>1. Understanding text structure Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.</p>	<p>1. Understanding text structure Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p>
<p>Teacher’s Guide Set 1 U1: 118, 142, 143 U2: 200 U3: 349, 478 U4: 554, 568, 578, 581 Resource Book Set 1 Activity Sheets: 67, 165</p>	<p>Teacher’s Guide Set 2 U5: 58, 90, 117 U6: 342 U7: 444 Resource Book Set 2 Activity Sheets: 8, 17, 26</p>	<p>Teacher’s Guide Set 2 U7: 444 Resource Book Set 2 Templates: DD</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>A. Structuring Cohesive Texts, cont.</p>		
<p>2. Understanding cohesion</p> <p>a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p>
<p>Teacher’s Guide Set 1 U2: 163, 240, 316 U3: 368 U4: 525, 555 ,622, 623 Resource Book Set 1 Activity Sheets: 62, 222</p>	<p>Teacher’s Guide Set 2 U5: 107, 144-145, 173-175, 205 U6: 355, 358-360 U7: 447-449, 482-484, 511 Resource Book Set 2 Activity Sheets: 22, 57,105, 106</p>	<p>Teacher’s Guide Set 2 U7: 447-449, 482-484, 511 U8: 557 Resource Book Set 2 Activity Sheets: 129, 130, 141, 142, 157</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Structuring Cohesive Texts, cont.		
<p>2. Understanding cohesion</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using select set of every day connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts.</p>
<p>Teacher’s Guide Set 1 U2: 245 U4: 568 Resource Book Set 1 Activity Sheets: 111, 196, 216</p>	<p>Teacher’s Guide Set 2 U5: 58, 90, 118 U6: 243 U7: 444 Resource Book Set 2 Activity Sheets: 69, 75</p>	<p>Teacher’s Guide Set 2 U7: 444 U8: 561-563 Resource Book Set 2 Activity Sheets:159 Templates: DD</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Expanding & Enriching Ideas		
<p>3. Using verbs and verb phrases Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p>	<p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.</p>	<p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.</p>
<p>Teacher’s Guide Set 1 U1: 47, 51, 129 U2: 223, 228, 240, 313, 314 U3: 342, 448 U4: 550, 630, 640 Resource Book Set 1 Activity Sheets: 110, 177, 201 Theme Pictures: 16</p>	<p>Teacher’s Guide Set 2 U5: 62, 121-124, 141, 154-157, 186-188, 218-220 U6: 253-256, 300-302, 312-314, 334, 344, 361-365, 399-401 U7: 418, 479, 541-543 Resource Book Set 2 Activity Sheets: 28, 29, 41,50, 51, 62, 63, 73, 74, 91, 100, 102, 107, 108, 111, 117, 118, 119 Templates: Q Theme Pictures: 21, 24, 29</p>	<p>Teacher’s Guide Set 2 U7: 418, 479, 541-543 U8: 590-592, 646-648 Resource Book Set 2 Activity Sheets: 122, 154, 173, 175, 176 Theme Pictures: 29</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>B. Expanding & Enriching Ideas, cont.</p>		
<p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases, or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>
<p>Teacher’s Guide Set 1 U1: 57, 115, 123, 127, 140 U2: 167, 205, 222, 240-241, 248, 281, 282, 300 U3: 355-356, 385, 407, 425, 430, 431, 444, 451, 470, 472 U4: 532, 556, 557, 590, 628</p>	<p>Teacher’s Guide Set 2 U5: 84, 85, 146, 151, 152, 175, 179, 203 U6: 241, 272, 296, 341, 356, 386-390 U7: 471, 495, 524 Theme Pictures: 19, 20, 25</p>	<p>Teacher’s Guide Set 2 U7: 471, 495, 524 U8: 570, 582 Theme Pictures: 29</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Expanding & Enriching Ideas, cont.		
<p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.</p>	<p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.</p>	<p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.</p>
<p>Teacher’s Guide Set 1 U1: 93, 94, 122 U2: 166, 195, 218, 316 U3: 470, 494 U4: 594, 642</p>	<p>Teacher’s Guide Set 2 U5: 206 U6: 296-299, 386-390 U7: 455, 456, 501-503, 510, 455 Resource Book Set 2 Activity Sheets: 84, 85, 112, 113 Theme Pictures: 23, 24</p>	<p>Teacher’s Guide Set 2 U7: 456, 501-503, 510, 455 U8: 598-600, 611, 631, 638-640 Resource Book Set 2 Activity Sheets: 131, 132 Theme Pictures: 31</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>C. Connecting & Condensing Ideas</p>		
<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X <i>because</i> X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>).</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating complex and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) to make a concession (e.g., She studied all night <i>even though</i> she wasn't feeling well.), or to provide reasons to support ideas (e.g., X is an <i>extremely good book because</i> X).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by</i> X.).</p>
<p>Teacher's Guide Set 1 U3: 281 U4: 523, 598, 618</p>	<p>Teacher's Guide Set 2 U5: 222-224 U6: 245, 281-282, 283, 340 U7: 419-421, 510, 544-547 Resource Book Set 2 Activity Sheets: 65 Theme Pictures: 29</p>	<p>Teacher's Guide Set 2 U8: 632 Resource Book Set 2 Activity Sheets: 155, 156, 159 Theme Pictures: 29, 30, 31, 35</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Connecting & Condensing Ideas. cont.		
<p>7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the desk. The book is mine. The book that is on the desk is mine.</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, <i>The book is mine. The book is about science. The book is on the desk. The science book that's on the desk is mine.</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong.</i> Their strength helped them crush their numerous enemies.) to create precise and detailed sentences.</p>
<p>Teacher's Guide Set 1 U3: 281 U4: 523, 598, 618</p>	<p>Teacher's Guide Set 2 U5: 222-224 U6: 245, 281-282, 283, 340 U7: 419-421, 510, 544-547 Resource Book Set 2 Activity Sheets: 65 Theme Pictures: 29</p>	<p>Teacher's Guide Set 2 U8: 632 Resource Book Set 2 Activity Sheets: 155, 156, 159 Theme Pictures: 29, 30, 31</p>