

**California Department of Education
English Language Development
Standards (2012) for Grade K
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 and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</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>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>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>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>Teacher’s Guide Set 1</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, 31,35, 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</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</p> <p>U8: 57-559, 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>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 46, 59, 60, 61, 80, 81, 82, 83, 105, 119, 144, 147, 150</p> <p>U2: 175, 192, 203, 228, 245, 253, 257, 280, 283, 298, 314, 320, 323, 324, 325, 328</p> <p>U3: 353, 356, 359, 376, 384, 397, 402, 421, 427, 428, 457, 459, 469, 474, 478, 482, 499, 504, 505</p> <p>U4: 526, 530, 548, 554, 555, 557, 575, 578, 581, 594, 602, 605, 622, 626, 647, 650, 654, 654</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 45, 49, 53, 54, 59, 63, 76, 80, 85, 90, 91, 105, 110, 118, 119, 124, 127, 138, 142, 147, 151, 152, 156, 159, 160, 179, 183, 184, 185, 187, 188, 190, 191, 203, 209</p> <p>U6: 237, 242, 250, 255, 256, 267, 272, 275, 279, 280, 283, 294, 310, 315, 329, 335, 341, 342, 365, 372, 373, 384, 389, 393</p> <p>U7: 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 483, 499, 506, 507, 531-532, 539, 546</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 483, 499, 506, 531-532, 539, 546</p> <p>U8: 559, 563, 566, 570, 571, 588, 592, 596, 599, 610, 615, 617, 618, 623, 633, 639, 643, 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>A. Collaborative, cont.</p>		
<p>Resource Book Set 1</p> <p>Activity Sheets: 1, 3-5, 6, 10, 11-12, 14, 17, 19, 20, 32, 35, 37, 44, 49, 51-53, 55, 67, 58, 61, 63, 65, 68, 69, 78, 79, 81, 84, 85, 86, 89, 96, 101, 102, 104, 106, 109, 112-114, 116, 118, 121, 123, 125, 126, 128, 129, 131, 137, 141, 144, 146, 148, 154, 155, 162, 163, 158, 169, 178, 179, 182, 183, 185A-185C, 186, 188, 192, 193, 194, 195A-195B, 196, 197, 198, 204, 205, 206-208, 214, 215, 218, 219, 220, 224, 229, 230, 231, 232</p> <p>Resource Book Set 1</p> <p>Templates: E, D, F, G, J, K, L, M, N, P, Q, S, T, U, V, W, X, Z, AA, BB, CC, FF, GG, II, JJ, KK, LL, MM, NN</p> <p>Theme Pictures: 1-18</p>	<p>Resource Book Set 2</p> <p>Activity Sheets: 1, 3, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 19, 21, 24, 27, 31, 32, 33, 34, 36, 37, 38, 39, 43, 44, 47, 48, 49, 51, 53, 54B, 56, 59, 61, 63, 66, 70, 71, 73, 74, 75, 77, 78, 79, 82, 83, 85, 87, 89, 90, 91, 93, 94, 96, 97, 98, 100, 102, 104, 108, 109, 110, 111, 113, 115, 118, 119</p> <p>Resource Book Set 2</p> <p>Templates: 1A, 1B, 3, 4, 5, A, C, D, E, F, G, H, I, J, K, L, N, O, S, T, V, W, X, Y, Z</p> <p>Theme Pictures: 19-29</p>	<p>Resource Book Set 2</p> <p>Activity Sheets: 120, 121, 122, 123, 124, 126, 128, 130, 136, 137, 139, 140, 144, 146, 148, 149, 152, 154, 155, 156, 157, 158, 160, 173, 174, 176, 178, 180, 182, 183, 184, 186, 187, 188</p> <p>Resource Book Set 2</p> <p>Templates: AA, CC, DD, EE, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ</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
A. Collaborative, cont.		
<p>3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i>), as well as open responses.</p>	<p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X but...</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</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</p> <p>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 U6: 250, 279, 335, 341, 372 U7: 480, 506, 539</p> <p>Resource Book Set 2 Activity Sheets: 31, 48, 98 Templates: D, G Theme Pictures: 28</p>	<p>Teacher's Guide Set 2 U7: 480, 506, 539 U8: 570, 596, 618, 643, 648</p> <p>Resource Book Set 2 Activity Sheets: 188 Theme Pictures: 28-36</p>
<p>4. Adapting language choices No standard for kindergarten.</p>	<p>4. Adapting language choices No standard for kindergarten.</p>	<p>4. Adapting language choices No standard for kindergarten.</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 to read aloud and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i> questions with oral sentence frames and substantial prompting and support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and 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 U1: 45, 47, 50, 51, 58, 59, 71, 72, 78, 94, 97, 104, 105, 117, 121, 123, 130, 136, 138, 140, 148 U2: 163, 165, 170, 179, 180, 189, 205, 220, 237, 241, 243, 255, 265, 268, 272, 279, 290, 293, 295, 296, 310, 317, 325 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 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 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 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 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 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 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
B. Interpretative, cont.		
<p>Resource Book Set 1</p> <p>Activity Sheets: 18, 31,35, 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>
<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 54, 58, 70, 73, 78, 98, 124, 146</p> <p>U2: 167, 174, 199, 248, 275, 279, 282, 300, 320</p> <p>U3: 349, 352, 378, 379, 505, 407, 427, 431, 450, 453, 454, 477, 481, 498, 500</p> <p>U4: 526, 529, 553, 568, 577, 592, 595, 596, 597, 598, 602, 620, 625, 645, 649</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 53, 56-57, 66, 88-89, 93, 108, 116-117, 119, 146, 150-151, 182-183, 190-191, 202, 210, 214-215, 223</p> <p>U6: 248-249, 269, 278-279, 282, 306-307, 338-339, 367-368, 384, 391-392, 395-396, 398</p> <p>U7: 424-425, 430, 443, 449, 451-452, 476, 497, 505-506, 512, 530, 535-538</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 424-425, 430, 443, 449, 451-452, 476, 497, 505-506, 512, 530, 535-538</p> <p>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, 31, 47, 71, 93-95, 96, 97A, 97B, 100, 117, 119, 133, 140A, 140B, 142, 147, 149A, 149B, 151A, 151B, 164, 167, 173, 184, 185A, 185B, 185C, 189A, 189B, 209, 211, 213A, 213B, 217A, 217B, 221, 225</p>	<p>Resource Book Set 2 Activity Sheets: 4, 11, 18, 23, 25, 27, 30, 35A-35F, 36, 52A-52B, 55, 60, 64, 81, 114, 116</p>	<p>Resource Book Set 2 Activity Sheets: 125, 127, 143, 151, 155, 161-172, 181, 185A-185B</p>
<p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.</p>	<p>7. Evaluating language choices Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.</p>	<p>7. Evaluating language choices Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and 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, 272-272, 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 two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.</p>	<p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.</p>	<p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>walk, march, strut, prance</i>) produce shades of meaning and a different effect</p>
<p>Teacher’s Guide Set 1 U3: 387, 470 U4: 619, 642</p>	<p>Teacher’s Guide Set 2 U6: 271, 272, 274, 358-360 U7: 471 Resource Book Set 2 Activity Sheets: 67,68, 77</p>	<p>Teacher’s Guide Set 2 U7: 471, 531 U8: 631</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 very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 61, 106, 119, 122, 128, 129, 146</p> <p>U2: 165, 171, 179, 181, 193, 197, 217, 220, 239, 244, 250, 255, 267, 270, 280, 301, 312, 326, 328</p> <p>U3: 353, 359, 379, 402, 406, 418, 422, 425, 428, 430, 451, 453, 454, 457, 459, 469, 478, 482, 492, 498, 503</p> <p>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</p> <p>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</p> <p>U6: 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</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</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 30, 44, 64</p> <p>Templates: 2</p> <p>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</p> <p>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</p> <p>Theme Pictures: 28, 30, 32, 33, 34, 35</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive, cont.		
<p>10. Composing/Writing Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p>10. Composing/Writing Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>10. Composing/Writing Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an informational report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 59, 61, 82, 83, 103, 105, 119, 128, 129, 144, 147, 150</p> <p>U2: 175, 181, 228, 245, 253, 257, 283, 298, 314, 320, 323, 324, 325, 328</p> <p>U3: 353, 356, 359, 387, 402, 421, 427, 428, 457, 459, 474, 478, 482, 504, 505</p> <p>U4: 526, 557, 575, 578, 581, 602, 605, 622, 626, 647, 650, 653</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 45, 49, 53, 59, 60, 63, 64, 76, 80, 85, 90, 91, 105, 110, 118, 119, 124, 127, 138, 143, 147, 151, 156, 159, 160, 179, 183, 184, 185, 188, 190, 203, 210, 215</p> <p>U6: 250, 267, 272, 279, 280, 283, 310, 315, 341, 343, 347, 365, 370, 372, 373, 384, 393</p> <p>U7: 427, 429, 430, 449, 454, 456, 480, 495, 499, 506, 507, 508, 513, 531, 532, 539, 540, 546</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 427, 429, 430, 449, 454, 456, 480, 495, 499, 506, 507, 508, 513, 531, 532, 539, 540, 546</p> <p>U8: 560, 563, 570, 572, 573-574, 596, 597, 615, 623, 639, 643, 645, 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</p> <p>Activity Sheets: 1, 3-5, 6, 10, 11-12, 14, 17, 19, 20, 32, 35, 37, 44, 49, 51-53, 55, 67, 58, 61, 63, 65, 68, 69, 78, 79, 81, 84, 85, 86, 89, 96, 101, 102, 104, 106, 109, 112-114, 116, 118, 121, 123, 125, 126, 128, 129, 131, 137, 141, 144, 146, 148, 154, 155, 158, 162, 163, 169, 178, 179, 182, 183, 185A-185C, 186, 188, 192, 193, 194, 195A-195B, 196, 197, 198, 204, 205, 206-208, 214, 215, 218, 219, 220, 224, 229, 230, 231, 232</p> <p>Templates: E, D, F, G, J, K, L, M, N, P, Q, S, T, U, V, W, X, Z, AA, BB, CC, FF, GG, II, JJ, KK, LL, MM, NN</p> <p>Theme Pictures: 1-18</p>	<p>Resource Book Set 2</p> <p>Activity Sheets: 1, 3, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 19, 21, 24, 27, 31, 32, 33, 34, 36, 37, 38, 39, 43, 44, 47, 48, 49, 51, 53, 54B, 56, 59, 61, 63, 66, 70, 71, 73, 74, 75, 77, 78, 79, 82, 83, 85, 87, 89, 90, 91, 93, 94, 96, 97, 98, 99, 100, 102, 104, 108, 109, 110, 111, 113, 115, 118, 119</p> <p>Templates: 1A, 1B, 3, 4, 5, A, C, D, E, F, G, H, I, J, K, L, N, O, S, T, V, W, X, Y, Z</p> <p>Theme Pictures: 19-29</p>	<p>Resource Book Set 2</p> <p>Activity Sheets: 120, 121, 122, 123, 124, 126, 128, 130, 132, 136, 137, 139, 140, 144, 146, 148, 149, 152, 154, 155, 156, 157, 158, 160, 173, 174, 176, 178, 180, 182, 183, 184, 186, 187, 188</p> <p>Templates: AA, CC, DD, EE, GG, HH, II, JJ, KK, LL, NN, OO, PP, QQ</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
C. Productive, cont.		
<p>11. Supporting opinions Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant background knowledge.</p>	<p>11. Supporting opinions Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p>11. Supporting opinions Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>
<p>Teacher’s Guide Set 1</p> <p>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</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 214 Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 59, 91, 104, 110, 118, 138, 179, 183, 184, 215 U6: 250, 279, 335, 341, 372 U7: 480, 506, 539</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 31, 48, 98 Templates: D, G Theme Pictures: 28</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 480, 506, 539 U8: 570, 596, 618, 643, 648</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 188 Theme Pictures: 28-36</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</p> <p>a) Retell texts and recount experiences using a select set of key words.</p>	<p>12. Selecting language resources</p> <p>a) Retell texts and recount experiences using complete sentences and key words.</p>	<p>12. Selecting language resources</p> <p>a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 55, 70, 144</p> <p>U2: 174, 199, 225, 276</p> <p>U4: 603</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 75</p>	<p>Teacher’s Guide Set 2</p> <p>U5:58, 60, 90, 92, 117, 153, 185</p> <p>U6: 280, 311, 370, 398</p> <p>U7: 427, 454, 477, 508, 540</p> <p>Templates: E</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 427, 454, 477, 508, 540</p> <p>U8: 572, 597, 623, 645</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive, cont.		
<p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.</p>	<p>b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word <i>scurry</i> versus <i>run</i>) while speaking and composing.</p>	<p>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word <i>suddenly</i> to signal a change) or to create shades of meaning (e.g., The cat's fur was as <i>white</i> as <i>snow</i>.) while speaking and composing.</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, 105, 106 Theme Pictures: 19, 20, 25, 26, 27, 29</p>	<p>Teacher's Guide Set 2 U8: 571, 584 Theme Pictures: 29</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 understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</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 Templates: DD</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 Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one time, then</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>next, after a long time</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number variety of connecting words or phrases (e.g., <i>first/second/third, once, at the end</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</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 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</p> <p>a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p>	<p>3. Using verbs and verb phrases</p> <p>a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p>	<p>3. Using verbs and verb phrases</p> <p>a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 47, 51, 129</p> <p>U2: 223, 228, 240, 313, 314</p> <p>U3: 342, 448</p> <p>U4: 550, 630, 640</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 110, 177, 201</p> <p>Theme Pictures: 16</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 62, 121-124, 141, 154-157, 186-188, 218-220</p> <p>U6: 253-256, 300-302, 312-314, 334, 344, 361-365, 399-401</p> <p>U7: 418, 479, 541-543</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 28, 29, 41, 50, 51, 62, 63, 73, 74, 91, 100, 102, 107, 108, 111, 117, 118, 119</p> <p>Templates: Q</p> <p>Theme Pictures: 21, 24, 29</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 418, 479, 541-543</p> <p>U8: 590-592, 646-648</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 122, 154, 173, 175, 176</p> <p>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>b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p>	<p>b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p>	<p>b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</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>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Expanding & Enriching Ideas, cont.		
<p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjective to a noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 57, 115, 123, 127, 140</p> <p>U2: 167, 205, 222, 240-241, 248, 281, 282, 300</p> <p>U3: 355-356, 385, 407, 425, 430, 431, 444, 451, 470, 472</p> <p>U4: 532, 556, 557,590, 628</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 84, 85, 146, 151, 152, 175, 179, 203</p> <p>U6: 241, 272-272, 296,341356, 386-390</p> <p>U7: 471, 495, 524</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 471, 495, 524</p> <p>U8: 570, 582</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 sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>5. Modifying to add details Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>5. Modifying to add details Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</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 U7: 456, 501-503, 455 Theme Pictures: 23</p>	<p>Teacher’s Guide Set 2 U7: 456, 501-503, 455 U8: 611, 631 Resource Book Set 2 Activity Sheets: 131, 132 Theme Pictures: 31</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Conducting & Condensing Ideas		
<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i>) in shared language activities guided by the teacher and with increasing independence.</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas, (e.g., <i>The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich.</i>) In shared language activities guided by the teacher and with increasing independence.</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</p>	<p>Teacher’s Guide Set 2 U8: 632 Resource Book Set 2 Activity Sheets: 155, 156, 159 Theme Pictures: 30, 31</p>
<p>7. Condensing ideas No standard for kindergarten.</p>	<p>7. Condensing ideas No standard for kindergarten.</p>	<p>7. Condensing ideas No standard for kindergarten.</p>