

**California Department of Education
English Language Development
Standards (2012) for Grade 1
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>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>Teacher’s Guide Set 1, cont.</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, 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>

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, 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, that 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>Teacher’s Guide Set 1</p> <p>U1: 81, 82, 83, 105, 119, 129, 143, 150</p> <p>U2: 175, 181, 192, 203, 228, 245, 253, 257, 280, 283, 314, 323- 325, 328</p> <p>U3: 353, 356, 359, 402, 421, 427, 428, 457, 459, 469, 474, 482, 504- 505</p> <p>U4: 526, 530, 548, 554, 555, 557, 575, 578, 602, 605, 622, 647, 650, 654</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 19, 20, 32, 49, 52, 79, 102, 116, 121, 123, 129, 144, 154, 155, 168, 178, 179, 182, 183, 185A-185C, 188, 193, 195A-195B, 196, 198, 206-208, 214, 215, 218, 219, 229, 230, 231</p> <p>Templates: E, NN</p> <p>Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 45, 49, 53, 54, 59, 76, 80, 85, 91, 110, 118, 119, 124 127, 138, 142, 147, 151, 152, 156, 159, 160, 179, 183, 184, 185, 187, 188, 190, 191, 203</p> <p>U6: 242, 250, 255, 256, 267, 272, 275, 279, 280, 283, 294, 310, 315, 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, 499, 506, 507, 531-532, 539, 546</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 1, 3, 5, 6, 7, 9, 12, 13, 14, 19, 21, 24, 27, 31, 32, 33, 36, 37, 38, 39, 43, 44, 47, 48, 49, 51, 53, 54B, 56, 59, 61, 63, 73, 74, 75, 77, 82, 85, 87, 89, 91, 96, 97, 98, 99, 100, 102, 108, 109, 110, 111, 113, 115, 118, 119</p> <p>Templates: 1A, 1B, 3, 4, 5, A, 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, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 499, 506, 507, 531-532, 539, 546</p> <p>U8: 559, 560, 563, 566, 567, 570, 571, 573-574, 588, 592, 596, 599, 633, 639, 643, 648</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 120, 122, 123, 124, 130, 132, 136, 137, 140, 144, 146, 148, 152, 155, 156, 157, 158, 160, 173, 174, 176, 178, 182, 187, 188</p> <p>Templates: DD, EE, JJ, KK, LL</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 in order to gain and/or hold the floor.</p>	<p>3. Offering opinions Offer opinions and negotiate with others 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, elaborate on an idea, etc.</p>	<p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, 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 U6: 250, 279, 335, 341, 372 U7: 480, 506, 539 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 Resource Book Set 2 Activity Sheets: 188 Theme Pictures: 28-36</p>
<p>4. Adapting language choices No standard for grade 1.</p>	<p>4. Adapting language choices No standard grade 1.</p>	<p>4. Adapting language choices No standard for grade 1.</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-alouds 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 Resource Book Set 1 Activity Sheets: 18, 31, 35, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211 Theme Pictures: 1-18</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 Resource Book Set 2 Activity Sheets: 35A-35F, 89 Theme Pictures: 19-29</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 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>B. Interpretative, cont.</p>		
<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., plant life cycle), 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 earthworms eat), and text elements (e.g., setting, main idea) 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., erosion), and text elements (e.g., central message, character traits) 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 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 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>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 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>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 Resource Book Set 2 Activity Sheets: 125, 127, 143, 151, 161-172, 181, 185A-185B</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative, cont.		
<p>7. Evaluating language choices Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.</p>	<p>7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.</p>	<p>7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary to portray characters, places, or real people 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, 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., <i>large</i> versus <i>small</i>) produce a different effect on the audience.</p>	<p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i>) produce shades of meaning and a different effect on the audience.</p>	<p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>big, large, huge, enormous, gigantic</i>) produce shades of meaning and a different effect on the audience.</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, etc.).</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: 252, 245, 252, 267, 273, 280, 284, 295, 299, 303, 311, 315, 317, 330, 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. Writing Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect), using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p>10. Writing Write short literary texts (e.g., a story) and informational texts (e.g., an informational text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>10. 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 U1: 81, 82, 83, 105, 119, 129, 143, 150 U2: 175, 181, 192, 203, 228, 245, 253, 257, 280, 283, 314, 323- 325, 328 U3: 353, 356, 359, 402, 421, 427, 428, 457, 459, 469, 474, 482, 504- 505 U4: 526, 530, 548, 554, 555, 557, 575, 578, 602, 605, 622, 647, 650, 654 Resource Book Set 1 Activity Sheets: 19, 20, 32, 49, 52, 79, 102, 116, 121, 123, 129, 144, 154, 155, 168, 178, 179, 182, 183, 185A-185C, 188, 193, 195A-195B, 196, 198, 206-208, 214, 215, 218, 219, 229, 230, 231 Templates: E, NN Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2 U5: 45, 49, 53, 54, 59, 76, 80, 85, 91, 110, 118, 119, 124 127, 138, 142, 147, 151, 152, 156, 159, 160, 179, 183, 184, 185, 187, 188, 190, 191, 203 U6: 242, 250, 255, 256, 267, 272, 275, 279, 280, 283, 294, 310, 315, 335, 341, 342, 365, 372, 373, 384, 389, 393 U7: 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 499, 506, 507, 531-532, 539, 546 Resource Book Set 2 Activity Sheets: 1, 3, 5, 6, 7, 9, 12, 13, 14, 19, 21, 24, 27, 31, 32, 33, 36, 37, 38, 39, 43, 44, 47, 48, 49, 51, 53, 54B, 56, 59, 61, 63, 73, 74, 75, 77, 82, 85, 87, 89, 91, 96, 97, 98, 99, 100, 102, 108, 109, 110, 111, 113, 115, 118, 119 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, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 499, 506, 507, 531-532, 539, 546 U8: 559, 560, 563, 566, 567, 570, 571, 573-574, 588, 592, 596, 599, 633, 639, 643, 648 Resource Book Set 2 Activity Sheets: 120, 122, 123, 124, 130, 132, 136, 137, 140, 144, 146, 148, 152, 155, 156, 157, 158, 160, 173, 174, 176, 178, 182, 187, 188 Templates: DD, EE, JJ, KK, LL 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 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 U6: 250, 279, 335, 341, 372 U7: 480, 506, 539 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 Resource Book Set 2 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 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 U1: 55, 70, 144 U2: 174, 199, 225, 276 U4: 603 Resource Book Set 1 Activity Sheets: 75</p>	<p>Teacher’s Guide Set 2 U5: 58, 60, 90, 92, 117, 153, 185 U6: 280, 311, 370, 398 U7: 427, 454, 477, 508, 540 Templates: E</p>	<p>Teacher’s Guide Set 2 U7: 427, 454, 477, 508, 540 U8: 572, 597, 623, 645</p>
<p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.</p>	<p>b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i>) while speaking and writing.</p>	<p>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as <i>big</i> as a <i>house</i>.) to create an effect, 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 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 texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing 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 day, after, then</i>) to comprehending texts and writing 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>a long time ago, suddenly</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>2. Understanding cohesion Apply 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, after that, first/second/third</i>) to comprehending texts and writing texts in shared language activities guided by the teacher 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 sometimes 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 with increasing independence.</p>	<p>3. Using verbs and verb phrases</p> <p>a) Use a wide variety 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 with increasing independence.</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, 296,341, 356, 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: 455, 456, 501-503 Theme Pictures: 23</p>	<p>Teacher’s Guide Set 2 U7: 455, 456, 501-503 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 to join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>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 to 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-to-form compound sentences) to make connections between and to join ideas, (e.g., <i>The boy was hungry. The boy ate a sandwich. The boy was hungry <u>so</u> he ate a sandwich.</i>) In shared language activities guided by the teacher and independently.</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>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Conducting & Condensing Ideas, cont.		
<p>7. Condensing ideas Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple</i> -> <i>I like blue, red, and purple.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p>7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals.</i> -> <i>She's the doctor who saved the animals.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>	<p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She's a doctor. She's amazing. She saved the animals.</i> -> <i>She's the amazing doctor who saved the animals.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and independently.</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>