

California Department of Education
English Language Development
Standards (2012) for Grade 1
 correlated to
Frames for Fluency

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><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>	<p><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>	<p><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>

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<p>A. Collaborative, cont.</p>		
<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>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>Unit 3: Chapter 5: 5</p> <p>Unit 4: Chapter 5: 3</p>	<p>Unit 5: Chapter 3: 3; Chapter 4: 3</p> <p>Unit 6: Chapter 4: 3</p> <p>Unit 7: Chapter 3: 5</p>	<p>Unit 8: Chapter 1: 1</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>

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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><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>	<p><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>	<p><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</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>

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<p>B. Interpretative, cont.</p>		
<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>Unit 2: Chapter 1: 3; Chapter 2: 4; Chapter 3: 2, 3; Chapter 4: 4; Chapter 5: 5; Chapter 6: 3</p> <p>Unit 3: Chapter 1: 6; Chapter 2: 5; Chapter 4: 3, 4, 5; Chapter 5: 5</p> <p>Unit 4: Chapter 2: 4; Chapter 3: 3; Chapter 5: 2, 5</p>	<p>Unit 5: Chapter 1: 1; Chapter 3: 2; Chapter 4: 2, 4; Chapter 5: 2, 4</p> <p>Unit 6: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1, 4, 6; Chapter 4: 2; Chapter 5: 2; Chapter 6: 2</p> <p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p>	<p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p> <p>Unit 8: Chapter 4: 3</p>
<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</i>, <i>large</i>, <i>huge</i>, <i>enormous</i>, <i>gigantic</i>) produce shades of meaning and a different effect on the audience.</p>

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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>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 Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.</p>

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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>Unit 3: Chapter 5: 5</p> <p>Unit 4: Chapter 5: 3</p>	<p>Unit 5: Chapter 3: 3; Chapter 4: 3</p> <p>Unit 6: Chapter 4: 3</p> <p>Unit 7: Chapter 3: 5</p>	<p>Unit 8: Chapter 1: 1</p>
<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>

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<p>C. Productive, cont.</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 as a house</i>.) to create an effect, precision, and shades of meaning while speaking and writing.</p>
<p>Unit 1: Chapter 4: 3</p> <p>Unit 2: Chapter 1: 3; Chapter 2: 4; Chapter 3: 2, 3; Chapter 4: 4; Chapter 5: 5; Chapter 6: 3</p> <p>Unit 3: Chapter 1: 6; Chapter 2: 5; Chapter 4: 3, 4, 5; Chapter 5: 5</p> <p>Unit 4: Chapter 2: 4; Chapter 3: 3; Chapter 5: 2, 5</p>	<p>Unit 5: Chapter 1: 1; Chapter 3: 2; Chapter 4: 2, 4; Chapter 5: 2, 4</p> <p>Unit 6: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1, 4, 6; Chapter 4: 2; Chapter 5: 2; Chapter 6: 2</p> <p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p>	<p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p> <p>Unit 8: Chapter 4: 3</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 predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</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>Unit 4: Chapter 3: 1, 2, 3, 4, 5</p>	<p>Unit 6: Chapter 1: 3; Chapter 2: 1</p> <p>Unit 7: Chapter 2:3</p>	<p>Unit 7: Chapter 2:3</p> <p>Unit 8: Chapter 2: 5; Chapter 4: 4</p>

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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 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 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>Unit 2: Chapter 1: 4; Chapter 3: 3; Chapter 4: 3; Chapter 6: 2, 3; Chapter 7: 2, 5</p> <p>Unit 3: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1; Chapter 4: 2; Chapter 5: 4; Chapter 6: 2, 3; Chapter 7: 3</p> <p>Unit 4: Chapter 1: 2, 3; Chapter 2: 2, 3, 4; Chapter 3: 5; Chapter 5: 3, 6</p>	<p>Unit 5: Chapter 1: 2, 3, 4; Chapter 2: 1, 2, 3; Chapter 3: 1, 3, 5; Chapter 4: 1, 3, 4, 5; Chapter 5: 3, 4, 5, 6; Chapter 6: 1, 2</p> <p>Unit 6: Chapter 1: 5; Chapter 2: 1, 3; Chapter 3: 3, 6; Chapter 4: 1, 4, 5; Chapter 5: 1, 2; Chapter 6: 1, 2, 4, 5, 6</p> <p>Unit 7: Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p>	<p>Unit 7: Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p> <p>Unit 8: Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5</p>

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<p>B. Expanding & Enriching Ideas, cont.</p>		
<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 sometimes independently.</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>Unit 2: Chapter 1: 4; Chapter 3: 3; Chapter 4: 3; Chapter 6: 2, 3; Chapter 7: 2, 5</p> <p>Unit 3: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1; Chapter 4: 2; Chapter 5: 4; Chapter 6: 2, 3; Chapter 7: 3</p> <p>Unit 4: Chapter 1: 2, 3; Chapter 2: 2, 3, 4; Chapter 3: 5; Chapter 5: 3, 6</p>	<p>Unit 5: Chapter 1: 2, 3, 4; Chapter 2: 1, 2, 3; Chapter 3: 1, 3, 5; Chapter 4: 1, 3, 4, 5; Chapter 5: 3, 4, 5, 6; Chapter 6: 1, 2</p> <p>Unit 6: Chapter 1: 5; Chapter 2: 1, 3; Chapter 3: 3, 6; Chapter 4: 1, 4, 5; Chapter 5: 1, 2; Chapter 6: 1, 2, 4, 5, 6</p> <p>Unit 7: Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p> <p>Unit 8: Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5</p>	<p>Unit 7: Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p> <p>Unit 8: Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5</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 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>Unit 2: Chapter 1: 3; Chapter 2: 4; Chapter 3: 2, 3; Chapter 6: 3</p> <p>Unit 3: Chapter 2: 5; Chapter 4: 3, 4, 5</p> <p>Unit 4: Chapter 2: 4; Chapter 3: 3; Chapter 5: 5</p>	<p>Unit 5: Chapter 1: 1; Chapter 4: 2, 4; Chapter 5: 2, 4</p> <p>Unit 6: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1, 4; Chapter 4: 2; Chapter 5: 2;</p> <p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1; Chapter 5: 1</p>	<p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1; Chapter 5: 1</p> <p>Unit 8: Chapter 4: 3</p>

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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>Unit 1: Chapter 3: 1; Chapter 4: 1</p> <p>Unit 2: Chapter 2: 3; Chapter 3: 1; Chapter 4: 5; Chapter 6: 2, 4; Chapter 7: 3</p> <p>Unit 3: Chapter 1: 3, 4; Chapter 2: 4; Chapter 3: 2; Chapter 5: 2; Chapter 6: 3; Chapter 7: 1, 3</p> <p>Unit 4: Chapter 1: 4; Chapter 2: 4; Chapter 4: 4; Chapter 6: 2</p>	<p>Unit 5: Chapter 1: 2; Chapter 5: 1</p> <p>Unit 6: Chapter 1: 1, 3; Chapter 2: 1; Chapter 4: 1</p> <p>Unit 7: Chapter 2: 3</p>	<p>Unit 7: Chapter 2: 3</p> <p>Unit 8: Chapter 4: 1</p>

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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>Unit 2: Chapter 5: 5</p> <p>Unit 4: Chapter 4: 5, 6; Chapter 5: 2</p>	<p>Unit 5: Chapter 1: 1, 3; Chapter 3: 3; Chapter 4: 3; Chapter 6: 3</p> <p>Unit 6: Chapter 1: 3; Chapter 2: 5; Chapter 3: 1; Chapter 4: 3; Chapter 5: 1</p> <p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p>	<p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p> <p>Unit 8: Chapter 1: 1; Chapter 4: 1</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>Unit 2: Chapter 5: 5</p> <p>Unit 4: Chapter 4: 5, 6; Chapter 5: 2</p>	<p>Unit 5: Chapter 1: 1, 3; Chapter 3: 3; Chapter 4: 3; Chapter 6: 3</p> <p>Unit 6: Chapter 1: 3; Chapter 2: 5; Chapter 3: 1; Chapter 4: 3; Chapter 5: 1</p> <p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p>	<p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p> <p>Unit 8: Chapter 1: 1; Chapter 4: 1</p>