

California Department of Education
English Language Development
Standards (2012) for Grade 5
 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/ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and respond using short phrases.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, including sustained dialogue by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>
<p><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>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>A. Collaborative, cont.</p>		
<p>2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>
<p>3. Offering opinions Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p>3. Offering opinions Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</p>	<p>3. Offering opinions Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That’s an interesting idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p>
<p>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>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>A. Collaborative, cont.</p>		
<p>4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.</p>	<p>4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.</p>	<p>4. Adapting language choices Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</p>
<p><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>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative		
<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>
<p><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 a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.</p>	<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative, cont.		
<p>6. Reading/viewing closely</p> <p>b) Use knowledge of frequently-used affixes (e.g., <i>un-</i>, <i>mis-</i>) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>6. Reading/viewing closely</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>6. Reading/viewing closely</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context and reference materials to determine the meaning of unknown words on familiar and new topics.</p>
<p>7. Evaluating language choices Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative, cont.		
<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 different words with similar meaning produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).</p>	<p>8. Analyzing language choices Distinguish how different words with similar meanings (e.g., describing an event as <i>sad</i> versus <i>tragic</i>) and figurative language (e.g., <i>she ran like a cheetah</i>) produce shades of meaning and different effects on the audience.</p>	<p>8. Analyzing language choices Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>thrilling</i>, <i>possibly</i> versus <i>certainly</i>) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience.</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive		
<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers.</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process, etc.) with moderate support.</p>	<p>9. Presenting Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.</p>
<p>10. Writing</p> <p>a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p>	<p>10. Writing</p> <p>a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p>	<p>10. Writing</p> <p>a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.</p>

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<p>C. Productive, cont.</p>		
<p>10. Writing</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>11. Supporting opinions</p> <p>a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.</p>	<p>11. Supporting opinions</p> <p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content.</p>	<p>11. Supporting opinions</p> <p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.</p>
<p>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>

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</p> <p>b) Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, has to, maybe</i>).</p>	<p>11. Supporting opinions</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>11. Supporting opinions</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>
<p>Unit 2: Chapter 4: 6</p>	<p>Unit 6: Chapter 1: 4; Chapter 2: 4; Chapter 3: 5; Chapter 6: 3</p> <p>Unit 7: Chapter 4: 2, 3</p>	<p>Unit 7: Chapter 4: 2, 3</p> <p>Unit 8: Chapter 1: 1; Chapter 2: 4</p>
<p>12. Selecting language resources</p> <p>a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p>	<p>12. Selecting language resources</p> <p>a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p>	<p>12. Selecting language resources</p> <p>a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p>

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C. Productive, cont.		
<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: 2, 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>12. Selecting language resources</p> <p>b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>unhappy</i>).</p>	<p>12. Selecting language resources</p> <p>b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She <i>walked</i>. He likes . . . , I'm <i>unhappy</i>).</p>	<p>12. Selecting language resources</p> <p>b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's <i>walking</i>. I'm <i>uncomfortable</i>. They left <i>reluctantly</i>).</p>
	<p>Unit 6: Chapter 3: 4</p>	

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts		
Part II: Learning About How English Works		
English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Structuring Cohesive Texts		
<p>1. Understanding text structure Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.</p>	<p>1. Understanding text structure Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence to comprehending texts and writing cohesive texts.</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Structuring Cohesive Texts, cont.		
<p>2. Understanding cohesion</p> <p>a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p>
<p>Unit 2: Chapter 2: 4; Chapter 3: 3; Chapter 4: 2; Chapter 6: 2, 3; Chapter 7: 4</p> <p>Unit 4: Chapter 1: 3; Chapter 2: 2, 5; Chapter 5: 4, 6</p>	<p>Unit 5: Chapter 3: 4; Chapter 4: 4; Chapter 5: 4; Chapter 6: 1, 2</p> <p>Unit 7: Chapter 2: 2; Chapter 3: 6, 7; Chapter 4: 5</p>	<p>Unit 7: Chapter 2: 2; Chapter 3: 6, 7; Chapter 4: 5</p> <p>Unit 8: Chapter 1: 2</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Structuring Cohesive Texts, cont.		
<p>2. Understanding cohesion</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using select set of every day connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts.</p>
<p>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>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Expanding & Enriching Ideas		
<p>3. Using verbs and verb phrases Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p>	<p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.</p>	<p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.</p>
<p>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>

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 an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases, or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>
<p>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, 2, 4; Chapter 4: 2; Chapter 5: 2; Chapter 6: 5</p> <p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1, 2; Chapter 4: 6; Chapter 5: 1</p>	<p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1, 2; Chapter 4: 6; Chapter 5: 1</p> <p>Unit 8: Chapter 1: 1; Chapter 2: 4; Chapter 4: 3</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>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.</p>	<p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.</p>	<p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.</p>
<p>Unit 1: Chapter 3: 1; Chapter 4: 1</p> <p>Unit 2: Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5; Chapter 6: 2, 4; Chapter 7: 3</p> <p>Unit 3: Chapter 1: 3, 4, 5; Chapter 2: 4; Chapter 3: 2; Chapter 5: 2; Chapter 6: 3; Chapter 7: 1, 3</p> <p>Unit 4: Chapter 1: 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 3: 2; Chapter 4: 1; Chapter 6: 5</p> <p>Unit 7: Chapter 2: 3; Chapter 3: 1; Chapter 4: 6</p>	<p>Unit 7: Chapter 2: 3; Chapter 3: 1; Chapter 4: 6</p> <p>Unit 8: Chapter 1: 4; Chapter 2: 6; Chapter 4: 1, 4</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Connecting & Condensing Ideas		
<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X <i>because</i> X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using <i>and, but, so</i>).</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating complex and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) to make a concession (e.g., She studied all night <i>even though</i> she wasn't feeling well.), or to provide reasons to support ideas (e.g., X is an <i>extremely good book because</i> X).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by X.</i>).</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</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. Connecting & Condensing Ideas, cont.		
<p>7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the desk. The book is mine. The book that is on the desk is mine.</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, <i>The book is mine. The book is about science. The book is on the desk. The science book that's on the desk is mine.</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong.</i> Their strength helped them crush their numerous enemies.) to create precise and detailed sentences.</p>
<p>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</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>