## Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

### Part I: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>English Language Development Level Continuum</th>
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<tbody>
<tr>
<td>EMERGING</td>
<td>EXPANDING</td>
<td>BRIDGING</td>
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</table>

#### A. Collaborative

**1. Exchanging information and ideas**

Contribute to conversations and express ideas by asking and answering yes-no and *wh-* questions and respond using short phrases.

**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

**Teacher's Guide Set 2**


**Teacher's Guide Set 2**

<table>
<thead>
<tr>
<th>English Language Development Level Continuum</th>
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<td><strong>A. Collaborative, cont.</strong></td>
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<tr>
<td><strong>Teacher’s Guide Set 1, cont.</strong></td>
<td><strong>Teacher’s Guide Set 2, cont.</strong></td>
<td><strong>Teacher’s Guide Set 2, cont.</strong></td>
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<tr>
<td><strong>U4:</strong> 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</td>
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<td><strong>Resource Book Set 1</strong></td>
<td><strong>Activity Sheets:</strong> 18, 31, 33, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211</td>
<td><strong>Theme Pictures:</strong> 19-29</td>
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<tr>
<td><strong>Theme Pictures:</strong> 1-18</td>
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A. Collaborative, cont.

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.

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<tbody>
<tr>
<td><strong>U1:</strong> 81, 82, 83, 105, 119, 129, 143, 150</td>
<td><strong>U5:</strong> 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</td>
<td><strong>U7:</strong> 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 539, 546</td>
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<tr>
<td><strong>U2:</strong> 175, 181, 192, 203, 228, 245, 253, 257, 280, 283, 314, 323-325, 328</td>
<td><strong>U6:</strong> 242, 250, 255, 256, 267, 272, 275, 279, 280, 283, 294, 310, 315, 335, 341, 342, 365, 372, 373, 384, 389, 393</td>
<td><strong>U8:</strong> 559, 560, 563, 566, 567, 570, 571, 573-574, 588, 592, 596, 599, 633, 639, 643, 648</td>
</tr>
<tr>
<td><strong>U3:</strong> 353, 356, 359, 402, 421, 427, 428, 457, 459, 469, 474, 482, 504-505</td>
<td><strong>U7:</strong> 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 499, 506, 507, 531-532, 539, 546</td>
<td><strong>Resource Book Set 2</strong></td>
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<tr>
<td><strong>U4:</strong> 526, 530, 548, 554, 555, 557, 575, 578, 602, 605, 622, 647, 650, 654</td>
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<td><strong>Activity Sheets:</strong> 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</td>
<td><strong>Templates:</strong> DD, EE, JJ, KK, LL</td>
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<tr>
<td><strong>Templates:</strong> E, NN</td>
<td><strong>Theme Pictures:</strong> 19-29</td>
<td><strong>Theme Pictures:</strong> 28-36</td>
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</tbody>
</table>
### A. Collaborative, cont.

#### 3. Offering opinions
Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think ...*), as well as open responses, in order to gain and/or hold the floor.

**Teacher's Guide Set 1**
- **U1:** 55, 58, 70, 79, 99, 124, 147
- **U2:** 200, 226, 248, 275, 320
- **U3:** 353, 379, 427, 453, 478
- **U4:** 529, 554, 578, 602, 626

**Resource Book Set 1**
- **Activity Sheets:** 214
- **Theme Pictures:** 1-18

#### 3. Offering opinions
Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, and ....*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.

**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

#### 3. Offering opinions
Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That’s a good idea, but X.*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

**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

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**English Language Development Level Continuum**

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<tr>
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<tr>
<td><strong>EMERGING</strong></td>
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<td><strong>BRIDGING</strong></td>
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### 4. Adapting language choices

**EMERGING**

Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.

**EXPANDING**

Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.

**BRIDGING**

Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-peer) with light support from peers or adults.

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**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


**Resource Book Set 1**

**Activity Sheets:** 18, 31, 33, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211

**Theme Pictures:** 1-18

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**Teacher's Guide Set 2**


**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:** 19-29

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**Teacher's Guide Set 2**

**Activity Sheets:** 35A-35F, 89

**Theme Pictures:** 19-29

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**Resource Book Set 2**

**Activity Sheets:** 35A-35F, 89

**Theme Pictures:** 19-29
### B. Interpretative

#### 5. Listening actively
Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.

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<tbody>
<tr>
<td><strong>Theme Pictures</strong>: 1-18</td>
<td><strong>Theme Pictures</strong>: 19-29</td>
<td><strong>Theme Pictures</strong>: 28-36</td>
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<td>EMERGING</td>
<td>EXPANDING</td>
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### B. Interpretative, cont.

#### 6. Reading/viewing closely

**Describing ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.**

<table>
<thead>
<tr>
<th>Teacher's Guide Set 1</th>
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<tbody>
<tr>
<td><strong>U1:</strong> 54, 58, 70, 73, 78, 98, 124, 146</td>
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<tr>
<td><strong>U2:</strong> 167, 174, 199, 248, 275, 279, 282, 300, 320</td>
</tr>
<tr>
<td><strong>U3:</strong> 349, 352, 378, 379, 505, 407, 427, 431, 450, 453, 454, 477, 481, 498, 500</td>
</tr>
<tr>
<td><strong>U4:</strong> 526, 529, 553, 568, 577, 592, 595, 596, 597, 598, 602, 620, 625, 645, 649</td>
</tr>
</tbody>
</table>

**Resource Book Set 1**


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**Describing ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.**

<table>
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<tr>
<th>Teacher's Guide Set 2</th>
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<tbody>
<tr>
<td><strong>U7:</strong> 424-425, 430, 443, 449, 451-452, 476, 497, 505-506, 512, 530, 535-538</td>
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</table>

**Resource Book Set 2**

**Activity Sheets:** 11, 18, 23, 27, 30, 35A-35F, 36, 52A-52B, 54A, 54B, 55, 60, 64, 81, 114, 116

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**Describing ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.**

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<td><strong>U8:</strong> 563, 568-570, 573, 583, 584, 594-596, 614, 620-622, 635, 642-643</td>
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**Resource Book Set 2**

**Activity Sheets:** 125, 127, 143, 151, 161-172, 181, 185A-185B
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<tr>
<td><strong>B. Interpretative, cont.</strong></td>
<td><strong>B. Interpretative, cont.</strong></td>
<td><strong>B. Interpretative, cont.</strong></td>
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<tr>
<td>Describe the language writers or speakers</td>
<td>Describe the specific language writers or</td>
<td>Describe how well writers or speakers use</td>
</tr>
<tr>
<td>use to support an opinion or present an</td>
<td>speakers use to present or support an idea</td>
<td>specific language resources to support an</td>
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<tr>
<td>idea (e.g., by identifying the phrases or</td>
<td>(e.g., the specific vocabulary or phrasing</td>
<td>opinion or present an idea (e.g., whether</td>
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<td>words in the text that provide evidence)</td>
<td>used to provide evidence) with prompting</td>
<td>the vocabulary or phrasing used to provide</td>
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<tr>
<td>with prompting and substantial support.</td>
<td>and moderate support.</td>
<td>evidence is strong enough) with light</td>
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<td><strong>Teacher's Guide Set 1</strong></td>
<td><strong>Teacher's Guide Set 2</strong></td>
<td><strong>Teacher's Guide Set 2</strong></td>
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<td>U5: 84, 85, 146, 151, 152, 175, 179, 203</td>
<td>U7: 471, 495, 524</td>
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<td>282, 300</td>
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<td>U3: 355-356, 385, 407, 425, 430, 431,</td>
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<td>444, 451, 470, 472</td>
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<td>U4: 532, 556, 557, 590, 628</td>
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<td><strong>Resource Book Set 2</strong></td>
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<td>Templates: DD1, DD2, DD3, EE1, EE2, EE3</td>
<td>Theme Pictures: 19, 20, 25, 27, 29</td>
<td>Theme Pictures: 29</td>
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<td>Theme Pictures: 7, 8, 12, 13, 14, 18</td>
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<td>U7: 471, 495, 524</td>
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<td>U8: 570, 582</td>
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<td>U8: 570, 582</td>
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<td>Activity Sheets: 134, 148</td>
<td>Activity Sheets: 134, 148</td>
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<tr>
<td>Theme Pictures: 29</td>
<td>Theme Pictures: 29</td>
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</table>
8. Analyzing language choices
Distinguish how different used words produce different effects on the audience (e.g., describing a character as *happy* versus *sad*).

8. Analyzing language choices
Distinguish how different words with similar meaning (e.g., describing a character as *happy* versus *ecstatic*) produce shades of meaning and different effect on the audience.

8. Analyzing language choices
Distinguish how multiple different words with similar meanings (e.g., *pleased* versus *happy* versus *ecstatic*, *heard* versus *knew* versus *believed*), produce shades of meaning and different effects on the audience.

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<td><strong>U3:</strong> 387, 470</td>
<td><strong>U6:</strong> 271, 272, 274, 358-360</td>
<td><strong>U7:</strong> 471</td>
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<td><strong>U4:</strong> 619, 642</td>
<td><strong>U7:</strong> 471</td>
<td><strong>U8:</strong> 631</td>
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Resource Book Set 2
Activity Sheets: 67, 68, 77, 105, 106
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### C. Productive

#### 9. Presenting
Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.).

#### 9. Presenting
Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).

#### 9. Presenting
Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).

**Teacher's Guide Set 1**
- **U1:** 61, 106, 119, 122, 128, 129, 146
- **U2:** 165, 171, 179, 181, 193, 197, 217, 220, 239, 244, 250, 255, 267, 270, 280, 301, 312, 326, 328
- **U4:** 526, 529, 535, 568, 577, 592, 595, 596, 597, 598, 602, 620, 625, 645, 649

**Resource Book Set 1**
- **Activity Sheets:** 9, 29, 33, 71, 75, 100, 119, 147, 173, 211
- **Theme Pictures:** 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

**Teacher's Guide Set 2**
- **U5:** 46, 50, 54, 60, 63, 64, 67, 77, 80, 81, 94, 105, 106, 127, 128148, 153, 157, 176, 179, 180, 184, 204, 210, 212, 216
- **U7:** 413, 422, 427, 429, 430, 431, 442, 449, 454, 457, 468, 473, 474, 477, 480, 481, 496, 503, 508, 511, 525, 539, 540, 543, 547
- **U8:** 560, 567, 572, 585, 588, 589, 592, 597, 615, 623, 637, 640

**Resource Book Set 2**
- **Activity Sheets:** 30, 44, 64
- **Templates:** 2
- **Theme Pictures:** 20, 21, 24, 25, 26, 28

**Teacher's Guide Set 2**
- **U7:** 413, 422, 427, 429, 430, 431, 442, 449, 454, 457, 468, 473, 474, 477, 480, 481, 496, 503, 508, 511, 525, 539, 540, 543, 547
- **U8:** 560, 567, 572, 585, 588, 589, 592, 597, 615, 623, 637, 640

**Resource Book Set 2**
- **Activity Sheets:** 125, 130
- **Theme Pictures:** 28, 30, 32, 33, 34, 35
### English Language Development Level Continuum

#### EMERGING

**C. Productive, cont.**

**10. Writing**

a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.

### English Language Development Level Continuum

#### EXPANDING

**10. Writing**

a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.

### English Language Development Level Continuum

#### BRIDGING

**10. Writing**

a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.

### Teacher's Guide Set 1

- **U1:** 82, 83, 105, 143
- **U2:** 181, 245, 253, 283, 323-325, 328
- **U3:** 353, 359, 427, 428, 459, 474, 482, 504-505
- **U4:** 526, 530, 554, 478, 602, 605, 647, 640

### Resource Book Set 1

- **Activity Sheets:** 102, 116, 121, 123, 178, 188, 218, 229, 230, 231
- **Templates:** E, NN
- **Theme Pictures:** 1-18

### Teacher's Guide Set 2

- **U5:** 49, 53, 59, 91, 110, 118, 119, 124, 127, 147, 156, 159, 160, 179, 183, 190, 203
- **U6:** 250, 272, 279, 280, 283, 341, 373, 384, 393
- **U7:** 413, 426, 429, 430, 445, 449, 506, 507, 531-532, 539

### Resource Book Set 2

- **Activity Sheets:** 3, 6, 9, 24, 27, 43, 44, 48, 49, 51, 53, 59, 82, 110, 115
- **Templates:** 1A, 1B, 3, 4, 5, C, D, E, G, H, I, K, V
- **Theme Pictures:** 19-29

### Resource Book Set 2

- **Teacher's Guide Set 2**
- **U7:** 413, 426, 429, 430, 445, 449, 506, 507, 531-532, 539
- **U8:** 570, 571, 573-574, 596, 615, 639, 643, 648

### Activity Sheets:

- **Resource Book Set 2:** 130, 146, 188

### Templates:

- **DD, EE, JJ, KK, LL**

### Theme Pictures:

- **28-36**
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C. Productive, cont.

10. **Writing**

   b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.

   - **N/A**

11. **Supporting opinions**

   Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).

   - **Teacher's Guide Set 1**
     - U1: 55, 58, 70, 79, 99, 124, 147
     - U2: 200, 226, 248, 275, 320
     - U3: 353, 379, 427, 453, 478
     - U4: 529, 554, 578, 602, 626
     - **Resource Book Set 1**
       - Activity Sheets: 214
       - Theme Pictures: 1-18

   - **Teacher's Guide Set 2**
     - U5: 94
     - **Templates: I**

10. **Writing**

   b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.

   - **Teacher's Guide Set 2**
     - U7: 444
     - **Templates: DD**

11. **Supporting opinions**

   Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.

   - **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

   - **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**
### English Language Development Level Continuum

<table>
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<th>Grade</th>
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<th>EXPANDING</th>
<th>BRIDGING</th>
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#### C. Productive cont.

**12. Selecting language resources**

- **EMERGING**
  - Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *dangerous* to describe a place, using the word *habitat* when describing animal behavior) while speaking and writing.

- **EXPANDING**
  - Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash*) while speaking and writing.

- **BRIDGING**
  - Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

**Teacher's Guide Set 1**
- U1: 115
- U2: 222, 228, 241, 281
- U3: 385, 387, 430, 474
- U4: 556, 628
- Theme Pictures: 7

**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

**Teacher's Guide Set 2**
- U8: 571, 584
- Resource Book Set 2
  - Theme Pictures: 29

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### Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

#### Part II: Learning About How English Works

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<th>English Language Development Level Continuum</th>
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</thead>
<tbody>
<tr>
<td><strong>EMERGING</strong></td>
<td><strong>EXPANDING</strong></td>
<td><strong>BRIDGING</strong></td>
</tr>
</tbody>
</table>

#### A. Structuring Cohesive Texts

1. **Understanding text structure**
   - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.
   - **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

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) to comprehending texts and writing texts with increasing cohesion.
   - **Teacher's Guide Set 2**
     - U5: 58, 90, 117
     - U6: 342
     - U7: 444
   - **Resource Book Set 2**
     - Activity Sheets: 8, 17, 26

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 opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
   - **Teacher's Guide Set 2**
     - U7: 444
   - **Resource Book Set 2**
     - Templates: DD

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### English Language Development Level Continuum

**EMERGING**

#### A. Structuring Cohesive Texts, cont.

<table>
<thead>
<tr>
<th>2. Understanding cohesion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</td>
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</tbody>
</table>

**EXPANDING**

<table>
<thead>
<tr>
<th>2. Understanding cohesion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</td>
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</tbody>
</table>

**BRIDGING**

<table>
<thead>
<tr>
<th>2. Understanding cohesion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.</td>
</tr>
</tbody>
</table>

**Teacher's Guide Set 1**
- U2: 163, 240, 316
- U3: 368
- U4: 525, 555, 622, 623
**Resource Book Set 1**
- Activity Sheets: 62, 222

**Teacher's Guide Set 2**
- U5: 107, 144-145, 173-175, 205
- U6: 355
- U7: 447-449, 482-484, 511
**Resource Book Set 2**
- Activity Sheets: 22, 57

**Teacher's Guide Set 2**
- U7: 447-449, 482-484, 511
- U8: 557
**Resource Book Set 2**
- Activity Sheets: 129, 130, 141, 142, 157
### 2. Understanding Cohesion, cont.

**A. Structuring Cohesive Texts, cont.**

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</table>

#### 2. Understanding Cohesion

**b)** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *then, next*) to comprehending texts and writing basic texts.

**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., *at the beginning/end, first/next*) to comprehending texts and writing texts with increasing cohesion.

**b)** Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending texts and writing cohesive texts.

<table>
<thead>
<tr>
<th>Teacher's Guide Set 1</th>
<th>Teacher's Guide Set 2</th>
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<tbody>
<tr>
<td>U2: 245</td>
<td>U5: 58, 90, 118</td>
<td>U7: 444</td>
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<tr>
<td>U4: 568</td>
<td>U6: 243</td>
<td>U8: 561-563</td>
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<tr>
<td><strong>Resource Book Set 1</strong></td>
<td><strong>Resource Book Set 2</strong></td>
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<tr>
<td><strong>Activity Sheets:</strong> 111, 196, 216</td>
<td><strong>Activity Sheets:</strong> 69, 75</td>
<td><strong>Activity Sheets:</strong> 159</td>
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<tr>
<td><strong>Templates:</strong> DD</td>
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### C. Expanding & Enriching Ideas

**3. Using verbs and verb phrases**

<table>
<thead>
<tr>
<th>Level Continuum</th>
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<tbody>
<tr>
<td><strong>EMERGING</strong></td>
<td>Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).</td>
</tr>
<tr>
<td><strong>EXPANDING</strong></td>
<td>Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</td>
</tr>
<tr>
<td><strong>BRIDGING</strong></td>
<td>Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</td>
</tr>
</tbody>
</table>

**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

**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

**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
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### C. Expanding & Enriching Ideas, cont.

#### 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.

**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

#### 4. Using nouns and noun phrases
Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

**Teacher’s Guide Set 2**
- **U5:** 84, 85, 146, 151, 152, 175, 179, 203
- **U6:** 241, 272, 296, 341, 356, 386-390
- **U7:** 471, 495, 524
  - **Theme Pictures:** 19, 20, 25

#### 4. Using nouns and noun phrases
Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc.

**Teacher’s Guide Set 2**
- **U7:** 471, 495, 524
- **U8:** 570, 582
  - **Theme Pictures:** 29
<table>
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### C. Expanding & Enriching Ideas, cont.

#### 5. Modifying to add details
Expand 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 (e.g., They walked to the soccer field.).

#### 5. Modifying to add details
Expand 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 (e.g., They worked quietly; They ran across the soccer field.).

#### 5. Modifying to add details
Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked quietly all night in their room.).

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<tr>
<td><strong>U1:</strong> 93, 94, 122</td>
<td><strong>U5:</strong> 206</td>
<td><strong>U7:</strong> 456, 501-503, 510, 455</td>
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<td><strong>U2:</strong> 166, 195, 218, 316</td>
<td><strong>U6:</strong> 296-299, 386-390</td>
<td><strong>U8:</strong> 598-600, 611, 631, 638-640</td>
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<tr>
<td><strong>U3:</strong> 470, 494</td>
<td><strong>U7:</strong> 456, 501-503, 510, 455</td>
<td><strong>Resource Book Set 2</strong></td>
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<tr>
<td><strong>U4:</strong> 594, 642</td>
<td><strong>Activity Sheets:</strong> 84, 85, 112, 113</td>
<td><strong>Activity Sheets:</strong> 131, 132</td>
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<td></td>
<td><strong>Theme Pictures:</strong> 23, 24</td>
<td><strong>Theme Pictures:</strong> 31</td>
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### D. Connecting & Condensing Ideas

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<td><strong>6. Connecting ideas</strong></td>
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<tr>
<td>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <em>and, but, so</em>).</td>
<td>Combine clauses in an increasing 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., <em>The deer ran because the mountain lion came.</em>) or to make a concession (e.g., <em>She studied all night even though she wasn’t feeling well.</em>).</td>
<td>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., <em>The deer ran because the mountain lion approached them.</em>), to make a concession (e.g., <em>She studied all night even though she wasn’t feeling well.</em>), or to link two ideas that happen at the same time (e.g., <em>The cubs played while their mother hunted.</em>).</td>
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</tbody>
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#### Teacher’s Guide Set 1
- U3: 281
- U4: 523, 598, 618

#### 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

#### Teacher’s Guide Set 2
- U8: 632

#### Resource Book Set 2
- Activity Sheets: 155, 156, 159
- Theme Pictures: 29, 30, 31, 35
## B. Connecting & Condensing Ideas, cont.

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### 7. Condensing ideas
Condense clauses in simple ways (e.g., changing: *It’s green. It’s red. -> It’s green and red.*) to create precise and detailed sentences.

### 7. Condensing ideas
Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It’s a plant. It’s found in the rainforest. -> It’s a green and red plant that’s found in the rainforest.*) to create precise and detailed sentences.

### 7. Condensing ideas
Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It’s a plant. It’s green and red. It’s found in the tropical rainforest. -> It’s a green and red plant that’s found in the tropical rainforest.*) to create precise and detailed sentences.

### Teacher's Guide Set 1
- **U3:** 281
- **U4:** 523, 598, 618

### 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

### Teacher's Guide Set 2
- **U8:** 632

### Resource Book Set 2
- **Activity Sheets:** 155, 156, 159
- **Theme Pictures:** 29, 30, 31