California Department of Education
English Language Development
Standards (2012) for Grade 3
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		
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.	***1. Exchanging information and 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.	***1. Exchanging information and 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.
Frames for Fluency 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.	*Frames for Fluency* 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.	*Frames for Fluency* 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.

www.ballard-tighe.com

Ballard &
Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
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.	***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.	***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.
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.	***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.	***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, elaborate on an idea, etc.
Unit 3: **Chapter 5:** 5 **Unit 4:** **Chapter 5**: 3	**Unit 5:** **Chapter 3:** 3; **Chapter 4:** 3 **Unit 6:** **Chapter 4:** 3 **Unit 7:** **Chapter 3:** 5	**Unit 8:** **Chapter 1:** 1

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
A. Collaborative, cont.		
4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	*4. Adapting language choices* 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.	*4. Adapting language choices* Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.
Frames for Fluency 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.	*Frames for Fluency* 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.	*Frames for Fluency* 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.

3

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
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.	*5. Listening actively* Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
Frames for Fluency 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.	*Frames for Fluency* 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.	*Frames for Fluency* 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.
6. Reading/viewing closely Describe 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.	*6. Reading/viewing closely* Describe 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.	*6. Reading/viewing closely* Describe 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.

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
B. Interpretative, cont.		
7. Evaluating language choices Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.	***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 moderate support.	***7. Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.
Unit 2: **Chapter 1**: 3; **Chapter 2**: 4**;** **Chapter 3**: 2, 3; **Chapter 4:** 4; **Chapter 5**: 5; **Chapter 6**: 3 **Unit 3:** **Chapter 1**: 6; **Chapter 2:** 5; **Chapter 4:** 3, 4, 5; **Chapter 5**:5 **Unit 4:** **Chapter 2**: 4; **Chapter 3**: 3; **Chapter 5**: 2, 5	**Unit 5:** **Chapter 1**: 1; **Chapter 3**: 2; **Chapter 4:** 2, 4; **Chapter 5**: 2, 4 **Unit 6:** **Chapter 1:** 2; **Chapter 2**: 2; **Chapter 3**: 1, 4, 6; **Chapter 4:** 2; **Chapter 5**: 2; **Chapter 6:** 2 **Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**: 1 ,2; **Chapter 5:** 1	**Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**: 1,2; **Chapter 5:** 1 **Unit 8:** **Chapter 4:** 3
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.

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
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.).
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.	***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.	***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.
10. Writing **b)** Paraphrase texts and recount experiences using key words from notes or graphic organizers.	***10. Writing*** **b)** Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	***10. Writing*** **b)** Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.

6

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
C. Productive, cont.		
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).	*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.	*11. Supporting opinions* Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.
Unit 3: **Chapter 5:** 5 **Unit 4:** **Chapter 5:** 3	**Unit 5:** **Chapter 3:** 3; **Chapter 4:** 3 **Unit 6:** **Chapter 4:** 3 **Unit 7:** **Chapter 3:** 5	**Unit 8:** **Chapter 1:** 1

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
C. Productive, cont.		
12. Selecting language resources 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.	*12. Selecting language resources* 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.	*12. Selecting language resources* 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.
Unit 1: **Chapter 4:** 3 **Unit 2:** **Chapter 1:** 3; **Chapter 2**: 4; **Chapter 3:** 2, 3; **Chapter 4**: 4; **Chapter 5:** 5; **Chapter 6:** 3 **Unit 3:** **Chapter 1**: 6; **Chapter 2**: 5; **Chapter 4**: 3, 4, 5; **Chapter 5:** 5 **Unit 4:** **Chapter 2:** 4; **Chapter 3:** 3; **Chapter 5:** 2, 5	**Unit 5:** **Chapter 1**: 1; **Chapter 3**: 2; **Chapter 4:** 2, 4; **Chapter 5**: 2, 4 **Unit 6:** **Chapter 1:** 2; **Chapter 2:** 2; **Chapter 3**: 1, 4, 6; **Chapter 4**: 2; **Chapter 5**: 2; Chapter 6: 2 **Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**: 1,2; **Chapter 5:** 1	**Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**: 1,2; **Chapter 5:** 1 **Unit 8:** **Chapter 4:** 3

www.ballard-tighe.com

Ballard & Tighe

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		
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.	***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.	***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.

9

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
A. Structuring Cohesive Texts, cont.		
2. Understanding cohesion **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.	*2. Understanding cohesion* **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.	*2. Understanding cohesion* **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.
Unit 2: **Chapter 2:** 4; **Chapter 3:** 3; **Chapter 4:** 2; **Chapter 6**: 2, 3; **Chapter 7:** 4 **Unit 4:** **Chapter 1:** 3; **Chapter 2**: 2, 5; **Chapter 5:** 4, 6	**Unit 5:** **Chapter 3:** 4; **Chapter 4:** 4; **Chapter 5:** 4; **Chapter 6:** 1, 2 **Unit 7:** **Chapter 2:** 2; **Chapter 3:** 6, 7; **Chapter 4:** 5	**Unit 7:** **Chapter 2:** 2; **Chapter 3:** 6, 7; **Chapter 4:** 5 **Unit 8:** **Chapter 1:** 2

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
A. Structuring Cohesive Texts, cont.		
2. Understanding cohesion **b)** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using every day connecting words or phrases (e.g., *then, next*) to comprehending texts and writing basic texts.	*2. Understanding cohesion* **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.	*2. Understanding 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.
Unit 4: **Chapter 3:** 1, 2, 3, 4, 5	**Unit 6:** **Chapter 1:** 3; **Chapter 2:** 1 **Unit 7:** **Chapter 2:** 3	**Unit 7:** **Chapter 2:**3 **Unit 8:** **Chapter 2:** 5; **Chapter 4:** 4

www.ballard-tighe.com

Ballard Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
B. Expanding & Enriching Ideas		
3. Using verbs and verb phrases 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).	*3. Using verbs and verb phrases* 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).	*3. Using verbs and verb phrases* 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).
Unit 2: **Chapter 1:** 4; **Chapter 3**: 3; **Chapter 4:** 3; **Chapter 6**: 2, 3; **Chapter 7:** 2, 5 **Unit 3:** **Chapter 1**: 2; **Chapter 2:** 2; **Chapter 3**: 1; **Chapter 4:** 2; **Chapter 5:** 4; **Chapter 6:** 2, 3; **Chapter 7**: 3 **Unit 4:** **Chapter 1:** 2, 3; **Chapter 2:** 2, 3, 4; **Chapter 3:** 5; **Chapter 5:** 3, 6	**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 **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 **Unit 7:** **Chapter 1:** 3; **Chapter 2:** 1, 2, 3; **Chapter 3**: 3, 4; **Chapter 5**: 4	**Unit 7:** **Chapter 1:** 3; **Chapter 2:** 1, 2, 3; **Chapter 3**: 3, 4; **Chapter 5**: 4 **Unit 8:** **Chapter 2:** 3, 5; **Chapter 3**: 1; **Chapter 4:** 5

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. 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.	***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.	***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.
Unit 2: **Chapter 1:** 3; **Chapter 2**: 4; **Chapter 3:** 2, 3; **Chapter 6:** 3 **Unit 3:** **Chapter 2**: 5; **Chapter 4:** 3, 4, 5 **Unit 4:** **Chapter 2:** 4; **Chapter 3:** 3; **Chapter 5:** 5	**Unit 5:** **Chapter 1**: 1; **Chapter 4:** 2, 4; **Chapter 5**: 2, 4 **Unit 6:** **Chapter 1:** 2; **Chapter 2:** 2; **Chapter 3:** 1, 4; **Chapter 4**: 2; **Chapter 5**: 2; **Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**:1, 2; **Chapter 5:** 1	**Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**:1, 2; **Chapter 5:** 1 **Unit 8:** **Chapter 4:** 3

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
B. 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.*).
Unit 1: **Chapter 3:** 1; **Chapter 4:** 1 **Unit 2:** **Chapter 2:** 3, 5; **Chapter 3**: 1; **Chapter 4:** 5; **Chapter 6**: 2, 4; **Chapter 7**: 3 **Unit 3:** **Chapter 1**: 3, 4, 5; **Chapter 2:** 4; **Chapter 3**: 2; **Chapter 5:** 2; **Chapter 6:** 3; **Chapter 7**: 1, 3 **Unit 4:** **Chapter 1**: 1, 4; **Chapter 2**: 4; **Chapter 4**: 4; **Chapter 6:** 2	**Unit 5:** **Chapter 1:** 2; **Chapter 5:** 1 **Unit 6:** **Chapter 1**:1, 3; **Chapter 2:** 1; **Chapter 3:** 2; **Chapter 4:** 1; **Chapter 6:** 5 **Unit 7:** **Chapter 2:** 3; **Chapter 3:** 1; **Chapter 4:** 6	**Unit 7:** **Chapter 2:** 3; **Chapter 3:** 1; **Chapter 4:** 6 **Unit 8:** **Chapter 1**: 4; **Chapter 2:** 6; **Chapter 4:** 1, 4

　　　www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
C. Connecting & Condensing Ideas		
6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***6. Connecting ideas*** 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., *The deer ran because the mountain lion came.*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*).	***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., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).
Unit 2: **Chapter 5**: 5 **Unit 4:** **Chapter 4**: 5, 6; **Chapter 5**: 2	**Unit 5:** **Chapter 1:**1, 3; **Chapter 3:** 3; **Chapter 4:** 3; **Chapter 6:** 3 **Unit 6:** **Chapter 1:** 3; **Chapter 2:** 5; **Chapter 3:** 1; **Chapter 4:** 3 **Unit 7:** **Chapter 1:** 1; **Chapter 5:** 2, 3, 5, 6	**Unit 7:** **Chapter 1:** 1; **Chapter 5:** 2, 3, 5, 6 **Unit 8:** **Chapter 1:** 1: **Chapter 4:** 1

www.ballard-tighe.com

Ballard & Tighe

English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
C. Connecting & Condensing Ideas, cont.		
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 independently.
Unit 2: **Chapter 5**: 5 **Unit 4:** **Chapter 4**: 5, 6; **Chapter 5**: 2	**Unit 5:** **Chapter 1:**1, 3; **Chapter 3:** 3; **Chapter 4:** 3; **Chapter 6:** 3 **Unit 6:** **Chapter 1:** 3; **Chapter 2:** 5; **Chapter 3:** 1; **Chapter 4:** 3 **Unit 7:** **Chapter 1:** 1; **Chapter 5:** 2, 3, 5, 6	**Unit 7:** **Chapter 1:** 1; **Chapter 5:** 2, 3, 5, 6 **Unit 8:** **Chapter 1:** 1: **Chapter 4:** 1

16