California Department of Education
English Language Development
Standards (2012) for Grade 4
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.

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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 Negotiate with or persuade 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*** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	***3. Offering opinions*** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However ...*), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, 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

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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 Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	***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.	***4. Adapting language choices*** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with 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.

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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 of 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 **a)** Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.	*6. Reading/viewing closely* **a)** Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.	*6. Reading/viewing closely* **a)** Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support.

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English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
B. Interpretative. cont.		
6. Reading/viewing closely **b)** Use knowledge of frequently-used affixes (e.g., *un-*, *mis-*) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	***6. Reading/viewing closely*** **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 topics.	***6. Reading/viewing closely*** **b)** Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple meaning words on familiar and new topics.
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.	***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 prompting and moderate support.	***7. Evaluating language choices*** Describe 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 present evidence) with prompting and 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

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English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
B. Interpretative, cont.		
8. Analyzing language choices Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character's actions as *whined* versus *said*).	***8. Analyzing language choices*** Distinguish how different words with similar meanings (e.g., describing a character as *smart* versus *an expert*) and figurative language (e.g., *as big as a whale*) produce shades of meaning and different effects on the audience.	***8. Analyzing language choices*** Distinguish how different words with related meanings (e.g., *fun* versus *entertaining* versus *thrilling*, *possibly* versus *certainly*) and figurative language produce shades of meaning and different effects on the audience.

6

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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 brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with substantial support.	***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, reporting on a current event, recounting a memorable experience, etc.) with moderate support.	***9. Presenting*** Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with light support.
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)** Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Writing*** **b)** Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Writing*** **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).

7

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English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
C. Productive, cont.		
11. Supporting opinions **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.	***11. Supporting opinions*** **a)** Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support.	***11. Supporting opinions*** **a)** Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content with light support.
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
11. Supporting opinions **b)** Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*).	***11. Supporting opinions*** **b)** Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	***11. Supporting opinions*** **b)** Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/ certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).
Unit 2: **Chapter 4:** 6	**Unit 6:** **Chapter 1:** 4; **Chapter 2:** 4; **Chapter 3:** 5; **Chapter 6:** 3 **Unit 7:** **Chapter 4:** 2, 3	**Unit 7:** **Chapter 4:** 2, 3 **Unit 8:** **Chapter 1:** 1; **Chapter 2:** 4

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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 **a)** Use a select number of general academic and domain-specific words to create precision while speaking and writing.	*12. Selecting language resources* **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.	*12. Selecting language resources* **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.
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:** 2, 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

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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* **b)** Select a few frequently used affixes for accuracy and precision (e.g., She walk*s*, I'm *un*happy.).	**12.** *Selecting language resources* **b)** Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He like*s* . . . , I'm *un*happy.).	**12.** *Selecting language resources* **b)** Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*.).
	Unit 6: **Chapter 3:** 4	

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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 narrative is organized sequentially) to comprehending texts and writing basic texts.	***1. Understanding text structure*** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) 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 narrative is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.

11

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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 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.	*2. Understanding cohesion* **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.	*2. Understanding cohesion* **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.
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

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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., *first, yesterday*) 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., *since, next, for example*) 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 academic connecting and transitional words or phrases (e.g., *for instance, in addition, at the end*) 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

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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 various verbs/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) for familiar topics.	*3. Using verbs and verb phrases* Use various verbs/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 retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	*3. Using verbs and verb phrases* Use various verbs/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 explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.
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

14

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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 variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) 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 an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases, or more complex clause embedding) in order to enrich the meaning of 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, 2, 4; **Chapter 4**: 2; **Chapter 5**: 2; **Chapter 6:** 5 **Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**:1, 2; **Chapter 4:** 6; **Chapter 5:** 1	**Unit 7:** **Chapter 1**: 1, 2: **Chapter 3**:1, 2; **Chapter 4:** 6; **Chapter 5:** 1 **Unit 8:** **Chapter 1: 1; Chapter 2: 4;** **Chapter 4:** 3

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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 familiar adverbials (e.g., basic 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 a growing variety of adverbials (e.g., adverbs, 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 a variety of 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 (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

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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 in sentences (e.g., creating compound sentences coordinate conjunctions, such as *and, but, so*).	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, 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 complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away.*), to make a concession, 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

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English Language Development Level Continuum **EMERGING**	English Language Development Level Continuum **EXPANDING**	English Language Development Level Continuum **BRIDGING**
C. Connecting & Condensing Ideas etc., cont.		
7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, The woman is a doctor. She helps children. The woman is a doctor *who helps children.*) to create precise and detailed sentences.	*7. Condensing ideas* Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. The dog ate so quickly *that it choked.*) to create precise and detailed sentences.	*7. Condensing ideas* Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. ☐The Gold Rush *that began in the 1850s* brought a lot of people to California.) to create precise and detailed sentences.
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

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