

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

<b>Section 2: Elaboration on Critical Principles for Developing Language &amp; Cognition in Academic Contexts</b> <b>Part I: Interacting in Meaningful Ways</b>		
English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>A. Collaborative</b>		
<p><b>1. Exchanging information and ideas</b>                      Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.</p>	<p><b>1. Exchanging information and ideas</b>                      Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p><b>1. Exchanging information and ideas</b>                      Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>
<p><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>	<p><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>	<p><i>Frames for Fluency</i> has been designed to extend, reinforce, and apply target vocabulary and language forms and functions. After each lesson students engage in oral practice of each frame.</p>

English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>A. Collaborative, cont.</b>		
<p><b>2. Interacting via written English</b> Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.</p>	<p><b>2. Interacting via written English</b> Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.</p>
<p><b>3. Offering opinions</b> Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X.</i>), as well as open responses.</p>	<p><b>3. Offering opinions</b> Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p><b>3. Offering opinions</b> Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X but...</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>
<p><b>Unit 3:</b> <b>Chapter 5: 5</b></p> <p><b>Unit 4:</b> <b>Chapter 5: 3</b></p>	<p><b>Unit 5:</b> <b>Chapter 3: 3 Chapter 4: 3</b></p> <p><b>Unit 6:</b> <b>Chapter 4: 3</b></p> <p><b>Unit 7:</b> <b>Chapter 3: 5</b></p>	<p><b>Unit 8:</b> <b>Chapter 1: 1</b></p>
<p><b>4. Adapting language choices</b> No standard for kindergarten.</p>	<p><b>4. Adapting language choices</b> No standard for kindergarten.</p>	<p><b>4. Adapting language choices</b> No standard for kindergarten.</p>

English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>B. Interpretative</b>		
<p><b>5. Listening actively</b> Demonstrate active listening to read aloud and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i> questions with oral sentence frames and substantial prompting and support.</p>	<p><b>5. Listening actively</b> Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>	<p><b>5. Listening actively</b> 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><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>	<p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p><b>6. Reading/viewing closely</b> Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding 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>B. Interpretative, cont.</b>		
<p><b>7. Evaluating language choices</b>                      Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.</p>	<p><b>7. Evaluating language choices</b>                      Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.</p>	<p><b>7. Evaluating language choices</b>                      Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.</p>
<p><b>Unit 2:</b>                      Chapter 1: 3; Chapter 2: 4;                      Chapter 3: 2, 3; Chapter 4: 4;                      Chapter 5: 5; Chapter 6: 3</p> <p><b>Unit 3:</b>                      Chapter 1: 6; Chapter 2: 5;                      Chapter 4: 3, 4, 5; Chapter 5: 5</p> <p><b>Unit 4:</b>                      Chapter 2: 4; Chapter 3: 3;                      Chapter 5: 2, 5</p>	<p><b>Unit 5:</b>                      Chapter 1: 1; Chapter 3: 2;                      Chapter 4: 2, 4; Chapter 5: 2, 4</p> <p><b>Unit 6:</b>                      Chapter 1: 2; Chapter 2: 2;                      Chapter 3: 1, 4, 6; Chapter 4: 2;                      Chapter 5: 2; Chapter 6: 2</p> <p><b>Unit 7:</b>                      Chapter 1: 1, 2; Chapter 3: 1, 2;                      Chapter 5: 1</p>	<p><b>Unit 7:</b>                      Chapter 1: 1, 2; Chapter 3: 1, 2;                      Chapter 5: 1</p> <p><b>Unit 8:</b>                      Chapter 4: 3</p>
<p><b>8. Analyzing language choices</b>                      Distinguish how two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.</p>	<p><b>8. Analyzing language choices</b>                      Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.</p>	<p><b>8. Analyzing language choices</b>                      Distinguish how multiple different words with similar meaning (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) produce shades of meaning and a different effect</p>

English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>C. Productive</b>		
<p><b>9. Presenting</b> Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p><b>9. Presenting</b> Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).</p>	<p><b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>
<p><b>10. Composing/Writing</b> Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p><b>10. Composing/Writing</b> Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p><b>10. Composing/Writing</b> Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an informational report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p>

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<b>C. Productive, cont.</b>		
<p><b>11. Supporting opinions</b>                      Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant background knowledge.</p>	<p><b>11. Supporting opinions</b>                      Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p><b>11. Supporting opinions</b>                      Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>
<p><b>Unit 3:</b>  <b>Chapter 5: 5</b></p> <p><b>Unit 4:</b>  <b>Chapter 5: 3</b></p>	<p><b>Unit 5:</b>  <b>Chapter 3: 3; Chapter 4: 3</b></p> <p><b>Unit 6:</b>  <b>Chapter 4: 3</b></p> <p><b>Unit 7:</b>  <b>Chapter 3: 5</b></p>	<p><b>Unit 8:</b>  <b>Chapter 1: 1</b></p>
<p><b>12. Selecting language resources</b></p> <p>a) Retell texts and recount experiences using a select set of key words.</p>	<p><b>12. Selecting language resources</b></p> <p>a) Retell texts and recount experiences using complete sentences and key words.</p>	<p><b>12. Selecting language resources</b></p> <p>a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p>

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<p><b>C. Productive, cont.</b></p>		
<p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.</p>	<p>b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word <i>scurry</i> versus <i>run</i>) while speaking and composing.</p>	<p>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word <i>suddenly</i> to signal a change) or to create shades of meaning (e.g., The cat’s fur was as <i>white</i> as <i>snow</i>.) while speaking and composing.</p>
<p><b>Unit 1:</b> <b>Chapter 4: 3</b></p> <p><b>Unit 2:</b> <b>Chapter 1: 3; Chapter 2: 4;</b> <b>Chapter 3: 2, 3; Chapter 4: 4;</b> <b>Chapter 5: 5; Chapter 6: 3</b></p> <p><b>Unit 3:</b> <b>Chapter 1: 6; Chapter 2: 5;</b> <b>Chapter 4: 3, 4, 5; Chapter 5: 5</b></p> <p><b>Unit 4:</b> <b>Chapter 2: 4; Chapter 3: 3;</b> <b>Chapter 5: 2, 5</b></p>	<p><b>Unit 5:</b> <b>Chapter 1: 1; Chapter 3: 2;</b> <b>Chapter 4: 2, 4; Chapter 5: 2, 4</b></p> <p><b>Unit 6:</b> <b>Chapter 1: 2; Chapter 2: 2;</b> <b>Chapter 3: 1, 4, 6; Chapter 4: 2;</b> <b>Chapter 5: 2; Chapter 6: 2</b></p> <p><b>Unit 7:</b> <b>Chapter 1: 1, 2; Chapter 3: 1, 2;</b> <b>Chapter 5: 1</b></p>	<p><b>Unit 7:</b> <b>Chapter 1: 1, 2; Chapter 3: 1, 2;</b> <b>Chapter 5: 1</b></p> <p><b>Unit 8:</b> <b>Chapter 4: 3</b></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 <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>A. Structuring Cohesive Texts</b>		
<p><b>1. Understanding text structure</b> Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p><b>1. Understanding text structure</b> Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p>



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<p><b>A. Structuring Cohesive Texts, cont.</b></p>		
<p><b>2. Understanding cohesion</b> Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one time, then</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p><b>2. Understanding cohesion</b> Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>next, after a long time</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p><b>2. Understanding cohesion</b> Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number variety of connecting words or phrases (e.g., <i>first/second/third, once, at the end</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.</p>
<p><b>Unit 4:</b> <b>Chapter 3:</b> 1, 2, 3, 4, 5</p>	<p><b>Unit 6:</b> <b>Chapter 1:</b> 3; <b>Chapter 2:</b> 1</p> <p><b>Unit 7:</b> <b>Chapter 2:</b> :3</p>	<p><b>Unit 7:</b> <b>Chapter 2:</b> 3</p> <p><b>Unit 8:</b> <b>Chapter 2:</b> 5; <b>Chapter 4:</b> 4</p>

English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>B. Expanding &amp; Enriching Ideas</b>		
<p><b>3. Using verbs and verb phrases</b></p> <p>a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p>	<p><b>3. Using verbs and verb phrases</b></p> <p>a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p>	<p><b>3. Using verbs and verb phrases</b></p> <p>a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p>
<p><b>Unit 2:</b>                      Chapter 1: 4; Chapter 3: 3;                      Chapter 4: 3; Chapter 6: 2, 3;                      Chapter 7: 2, 5</p> <p><b>Unit 3:</b>                      Chapter 1: 2; Chapter 2: 2;                      Chapter 3: 1; Chapter 4: 2;                      Chapter 5: 4; Chapter 6: 2, 3;                      Chapter 7: 3</p> <p><b>Unit 4:</b>                      Chapter 1: 2, 3; Chapter 2: 2, 3, 4;                      Chapter 3: 5; Chapter 5: 3, 6</p>	<p><b>Unit 5:</b>                      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><b>Unit 6:</b>                      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><b>Unit 7:</b>                      Chapter 1: 3; Chapter 2: 1, 2, 3;                      Chapter 3: 3, 4; Chapter 5: 4</p>	<p><b>Unit 7:</b>                      Chapter 1: 3; Chapter 2: 1, 2, 3;                      Chapter 3: 3, 4; Chapter 5: 4</p> <p><b>Unit 8:</b>                      Chapter 2: 3, 5; Chapter 3: 1;                      Chapter 4: 5</p>

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<p><b>B. Expanding &amp; Enriching Ideas, cont.</b></p>		
<p>b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p>	<p>b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p>	<p>b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>
<p><b>Unit 2:</b> Chapter 1: 4; Chapter 3: 3; Chapter 4: 3; Chapter 6: 2, 3; Chapter 7: 2, 5</p> <p><b>Unit 3:</b> Chapter 1: 2; Chapter 2: 2; Chapter 3: 1; Chapter 4: 2; Chapter 5: 4; Chapter 6: 2, 3; Chapter 7: 3</p> <p><b>Unit 4:</b> Chapter 1: 2, 3; Chapter 2: 2, 3, 4; Chapter 3: 5; Chapter 5: 3, 6</p>	<p><b>Unit 5:</b> 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><b>Unit 6:</b> 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><b>Unit 7:</b> Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p>	<p><b>Unit 7:</b> Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p> <p><b>Unit 8:</b> Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5</p>

English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>B. Expanding &amp; Enriching Ideas, cont.</b>		
<p><b>4. Using nouns and noun phrases</b>                      Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently</p>	<p><b>4. Using nouns and noun phrases</b>                      Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.</p>	<p><b>4. Using nouns and noun phrases</b>                      Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjective to a noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.</p>
<p><b>Unit 2:</b>                      Chapter 1: 3; Chapter 2: 4;                      Chapter 3: 2, 3; Chapter 6: 3</p> <p><b>Unit 3:</b>                      Chapter 2: 5; Chapter 4: 3, 4, 5</p> <p><b>Unit 4:</b>                      Chapter 2: 4; Chapter 3: 3;                      Chapter 5: 5</p>	<p><b>Unit 5:</b>                      Chapter 1: 1; Chapter 4: 2, 4;                      Chapter 5: 2, 4</p> <p><b>Unit 6:</b>                      Chapter 1: 2; Chapter 2: 2;                      Chapter 3: 1, 4; Chapter 4: 2;                      Chapter 5: 2;</p> <p><b>Unit 7:</b>                      Chapter 1: 1, 2;                      Chapter 3: 1; Chapter 5: 1</p>	<p><b>Unit 7:</b>                      Chapter 1: 1, 2; Chapter 3: 1;                      Chapter 5: 1</p> <p><b>Unit 8:</b>                      Chapter 4: 3</p>

<p>English Language Development Level Continuum <b>EMERGING</b></p>	<p>English Language Development Level Continuum <b>EXPANDING</b></p>	<p>English Language Development Level Continuum <b>BRIDGING</b></p>
<p><b>B. Expanding &amp; Enriching Ideas, cont.</b></p>		
<p><b>5. Modifying to add details</b> Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p><b>5. Modifying to add details</b> Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p><b>5. Modifying to add details</b> Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>
<p><b>Unit 1:</b> Chapter 3: 1; Chapter 4: 1</p> <p><b>Unit 2:</b> Chapter 2: 3; Chapter 3: 1; Chapter 4: 5; Chapter 6: 2, 4; Chapter 7: 3</p> <p><b>Unit 3:</b> Chapter 1: 3, 4; Chapter 2: 4; Chapter 3: 2; Chapter 5: 2; Chapter 6: 3; Chapter 7: 1, 3</p> <p><b>Unit 4:</b> Chapter 1: 4; Chapter 2: 4; Chapter 4: 4; Chapter 6: 2</p>	<p><b>Unit 5:</b> Chapter 1: 2; Chapter 5: 1</p> <p><b>Unit 6:</b> Chapter 1: 1, 3; Chapter 2: 1; Chapter 4: 1</p> <p><b>Unit 7:</b> Chapter 2: 3</p>	<p><b>Unit 7:</b> Chapter 2: 3</p> <p><b>Unit 8:</b> Chapter 4: 1</p>

English Language Development Level Continuum <b>EMERGING</b>	English Language Development Level Continuum <b>EXPANDING</b>	English Language Development Level Continuum <b>BRIDGING</b>
<b>C. Conducting &amp; Condensing Ideas</b>		
<p><b>6. Connecting ideas</b> Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.</p>	<p><b>6. Connecting ideas</b> Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked.</i>) in shared language activities guided by the teacher and with increasing independence.</p>	<p><b>6. Connecting ideas</b> Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas, (e.g., <i>The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich.</i>) In shared language activities guided by the teacher and with increasing independence.</p>
<p><b>Unit 2:</b> <b>Chapter 5: 5</b></p> <p><b>Unit 4:</b> <b>Chapter 4: 5, 6; Chapter 5: 2</b></p>	<p><b>Unit 5:</b> <b>Chapter 1: 1, 3; Chapter 3: 3;</b> <b>Chapter 4: 3; Chapter 6: 3</b></p> <p><b>Unit 6:</b> <b>Chapter 1: 3; Chapter 2: 5;</b> <b>Chapter 3: 1; Chapter 4: 3;</b> <b>Chapter 5: 1</b></p> <p><b>Unit 7:</b> <b>Chapter 1: 1; Chapter 5: 2, 3, 5, 6</b></p>	<p><b>Unit 7:</b> <b>Chapter 1: 1; Chapter 5: 2, 3, 5, 6</b></p> <p><b>Unit 8:</b> <b>Chapter 1: 1; Chapter 4: 1</b></p>
<p><b>7. Condensing ideas</b> No standard for kindergarten.</p>	<p><b>7. Condensing ideas</b> No standard for kindergarten.</p>	<p><b>7. Condensing ideas</b> No standard for kindergarten.</p>