

**California Department of Education
English Language Development
Standards (2012) for Grade 2
correlated to
*Carousel of IDEAS, 4th Edition***

U1 – Unit 1; U2 – Unit 2; U3 – Unit 3; U4 – Unit 4; U5 – Unit 5; U6 – Unit 6; U7 – Unit 7; U8 – Unit 8

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts		
Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative		
<p>1. Exchanging information and ideas 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>1. Exchanging information and ideas Contribute to class, group, and partner discussions including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.</p>
<p>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</p>	<p>Teacher’s Guide Set 2 U5: 42, 44, 47, 48, 51, 52, 56-57, 61, 62, 65, 66, 74-75, 78-79, 82-83, 84, 87-90, 102-103, 105, 108, 109, 112, 114, 116-117, 121, 136-137, 141, 150-151, 159, 169-171, 174, 178-179, 182-183, 189, 200-201, 209, 211, 214-215, 223-224</p>	<p>Teacher’s Guide Set 2 U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>Teacher’s Guide Set 1, cont.</p> <p>U2: 163, 165, 170, 179, 180, 189, 205, 220, 237, 241, 243, 255, 265, 268, 272, 279, 290, 293, 295, 296, 310, 317, 325</p> <p>U3: 340, 342, 343, 345, 347, 349, 355, 358, 367, 368, 372, 374, 378, 386, 395, 399, 408, 417, 424, 427, 431, 440, 442, 445, 446, 457, 458, 466, 471, 473, 476, 477, 498, 500, 502, 506</p> <p>U4: 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</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 18, 31, 33, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211</p> <p>Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2, cont.</p> <p>U6: 236, 239, 243, 248-249, 254, 264, 271, 276, 278-279, 292, 293, 296, 300-301, 306, 309, 312, 317, 327, 340, 345-346, 355, 363-364, 367-369, 371, 372, 382-383, 389, 391-392, 395-396, 397, 399-400</p> <p>U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 35A-35F, 89</p> <p>Theme Pictures: 19-29</p>	<p>Teacher’s Guide Set 2, cont.</p> <p>U8: 557-559, 562, 583, 587, 594-596, 598-599, 610-611, 614, 617, 618, 621-623, 631-633, 636, 638-639, 648</p> <p>Theme Pictures: 28-36</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>2. Interacting via written English Collaborate with peers on joint composing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>	<p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 81, 82, 83, 105, 119, 129, 143, 150</p> <p>U2: 175, 181, 192, 203, 228, 245, 253, 257, 280, 283, 314, 323- 325, 328</p> <p>U3: 353, 356, 359, 402, 421, 427, 428, 457, 459, 469, 474, 482, 504- 505</p> <p>U4: 526, 530, 548, 554, 555, 557, 575, 578, 602, 605, 622, 647, 650, 654</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 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</p> <p>U6: 242, 250, 255, 256, 267, 272, 275, 279, 280, 283, 294, 310, 315, 335, 341, 342, 365, 372, 373, 384, 389, 393</p> <p>U7: 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 499, 506, 507, 531-532, 539, 546</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 499, 506, 507, 531-532, 539, 546</p> <p>U8: 559, 560, 563, 566, 567, 570, 571, 573-574, 588, 592, 596, 599, 633, 639, 643, 648</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>Resource Book Set 1</p> <p>Activity Sheets: 19, 20, 32, 49, 52, 79, 102, 116, 121, 123, 129, 144, 154, 155, 168, 178, 179, 182, 183, 185A-185C, 188, 193, 195A-195B, 196, 198, 206-208, 214, 215, 218, 219, 229, 230, 231</p> <p>Templates: E, NN</p> <p>Theme Pictures: 1-18</p>	<p>Resource Book Set 2</p> <p>Activity Sheets: 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</p> <p>Templates: 1A, 1B, 3, 4, 5, A, C, D, E, G, H, I, K, V</p> <p>Theme Pictures: 19-29</p>	<p>Resource Book Set 2</p> <p>Activity Sheets: 120, 122, 123, 124, 130, 132, 136, 137, 140, 144, 146, 148, 152, 155, 156, 157, 158, 160, 173, 174, 176, 178, 182, 187, 188</p> <p>Templates: DD, EE, JJ, KK, LL</p> <p>Theme Pictures: 28-36</p>
<p>3. Offering opinions Offer opinions and negotiate with others ideas in conversations using learned phrases (e.g., <i>I think X.</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.</p>	<p>3. Offering opinions Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X.</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>Teacher’s Guide Set 1 U1: 55, 58, 70, 79, 99, 124, 147 U2: 200, 226, 248, 275, 320, 353 U3: 379, 427, 453, 478 U4: 529, 554, 578, 602, 626 Resource Book Set 1 Activity Sheets: 214 Theme Pictures: 1-18</p>	<p>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</p>	<p>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</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative, cont.		
<p>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.</p>	<p>4. Adapting language choices Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults. .</p>	<p>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.</p>
<p>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 U2: 163, 165, 170, 179, 180, 189, 205, 220, 237, 241, 243, 255, 265, 268, 272, 279, 290, 293, 295, 296, 310, 317, 325 U3: 340, 342, 343, 345, 347, 349, 355, 358, 367, 368, 372, 374, 378, 386, 395, 399, 408, 417, 424, 427, 431, 440, 442, 445, 446, 457, 458, 466, 471, 473, 476, 477, 498, 500, 502, 506 U4: 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 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</p>	<p>Teacher’s Guide Set 2 U5: 42, 44, 47, 48, 51, 52, 56-57, 61, 62, 65, 66, 74-75, 78-79, 82-83, 84, 87-90, 102-103, 105, 108, 109, 112, 114, 116-117, 121, 136-137, 141, 150-151, 159, 169-171, 174, 178-179, 182-183, 189, 200-201, 209, 211, 214-215, 223-224 U6: 236, 239, 243, 248-249, 254, 264, 271, 276, 278-279, 292-293, 296, 300-301, 306, 309, 312, 317, 327, 340, 345-346, 355, 363-364, 367-369, 371-372, 382-383, 389, 391-392, 395-397, 399-400 U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546 Resource Book Set 2 Activity Sheets: 35A-35F, 89 Theme Pictures: 19-29</p>	<p>Teacher’s Guide Set 2 U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546 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: 28-36</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative		
<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>
<p>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 U2: 163, 165, 170, 179, 180, 189, 205, 220, 237, 241, 243, 255, 265, 268, 272, 279, 290, 293, 295, 296, 310, 317, 325 U3: 340, 342, 343, 345, 347, 349, 355, 358, 367, 368, 372, 374, 378, 386, 395, 399, 408, 417, 424, 427, 431, 440, 442, 445, 446, 457, 458, 466, 471, 473, 476, 477, 498, 500, 502, 506 U4: 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 Resource Book Set 1 Activity Sheets: 18, 31, 33, 56, 60, 71, 75, 80, 87, 99, 100, 127, 134, 147, 155, 173, 211</p>	<p>Teacher’s Guide Set 2 U5: 42, 44, 47, 48, 51, 52, 56-57, 61, 62, 65, 66, 74-75, 78-79, 82-83, 84, 87-90, 102-103, 105, 108, 109, 112, 114, 116-117, 121, 136-137, 141, 150-151, 159, 169-171, 174, 178-179, 182-183, 189, 200-201, 209, 211, 214-215, 223-224 U6: 236, 239, 243, 248-249, 254, 264, 271, 276, 278-279, 292, 293, 296, 300-301, 306, 309, 312, 317, 327, 340, 345-346, 355, 363-364, 367-369, 371, 372, 382-383, 389, 391-392, 395-396, 397, 399-400 U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546</p>	<p>Teacher’s Guide Set 2 U7: 410-413, 415-416, 420-421, 424-425, 428, 430, 439, 441, 443, 451-453, 456, 466-467, 471, 473, 476, 479, 483, 492-493, 498-499, 502, 505-506, 509-510, 522-523, 527, 528, 531, 535-538, 543, 545, 546 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: 28-36</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>B. Interpretative, cont.</p>		
<p>Theme Pictures: 1-18</p>	<p>Resource Book Set 2 Activity Sheets: 35A-35F, 89 Theme Pictures: 19-29</p>	
<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>
<p>Teacher’s Guide Set 1 U1: 54, 58, 70, 73, 78, 98, 124, 146 U2: 167, 174, 199, 248, 275, 279, 282, 300, 320 U3: 349, 352, 378, 379, 407, 427, 431, 450, 453, 454, 477, 481, 498, 500 U4: 526, 529, 553, 568, 577, 592, 595, 596, 597, 598, 602, 620, 625, 645, 649</p>	<p>Teacher’s Guide Set 2 U5: 53, 56-57, 66, 88-89, 93, 108, 116-117, 119, 146, 150-151, 182-183, 190-191, 202, 210, 214-215, 223 U6: 248-249, 269, 278-279, 282, 306-307, 338-339, 367-368, 384, 391-392, 395-396, 398 U7: 424-425, 430, 443, 449, 451-452, 476, 497, 505-506, 512, 530, 535-538</p>	<p>Teacher’s Guide Set 2 U7: 424-425, 430, 443, 449, 451-452, 476, 497, 505-506, 512, 530, 535-538 U8: 563, 568-570, 573, 583, 584, 594-596, 614, 620-622, 635, 642-643</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative, cont.		
<p>Resource Book Set 1 Activity Sheets: 7, 9, 12, 47, 71, 93-95, 97A, 97B, 100, 117, 119, 140A, 140B, 142, 147, 149A, 149B, 151A, 151B, 164, 173, 184, 185A, 185B, 185C, 189A, 189B, 209, 211, 213A, 213B, 217A, 217B, 221</p>	<p>Resource Book Set 2 Activity Sheets: 11, 18, 23, 27, 30, 35A-35F, 36, 52A-52B, 54A, 54B, 55, 60, 64, 81, 114, 116</p>	<p>Resource Book Set 2 Activity Sheets: 125, 127, 143, 151, 161-172, 181, 185A-185B</p>
<p>7. Evaluating language choices Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.</p>	<p>7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.</p>	<p>7. Evaluating language choices Describe the language writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.</p>
<p>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 Resource Book Set 1 Activity Sheets: 40 Templates: DD1, DD2, DD3, EE1, EE2, EE3 Theme Pictures: 7, 8, 12, 13, 14, 18</p>	<p>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 Resource Book Set 2 Activity Sheets: 20A-20B, 39, 83 Theme Pictures: 19, 20, 25, 27, 29</p>	<p>Teacher’s Guide Set 2 U7: 471, 495, 524 U8: 570, 582 Resource Book Set 2 Activity Sheets: 134, 148 Theme Pictures: 29</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Interpretative, cont.		
<p>8. Analyzing language choices Distinguish how two different frequently used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience.</p>	<p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effect on the audience.</p>	<p>8. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy ecstatic</i>, <i>heard</i> or <i>knew</i> versus <i>believed</i>), produce shades of meaning and different effect on the audience.</p>
<p>Teacher’s Guide Set 1 U3: 387, 470 U4: 619, 642</p>	<p>Teacher’s Guide Set 2 U6: 271, 272, 274, 358-360 U7: 471 Resource Book Set 2 Activity Sheets: 67, 68, 77, 105, 106</p>	<p>Teacher’s Guide Set 2 U7: 471 U8: 631</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>C. Productive</p>		
<p>9. Presenting Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).</p>	<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).</p>
<p>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 U3: 353, 359, 379, 402, 406, 418, 422, 425, 428, 430, 451, 453, 454, 457, 459, 469, 478, 482, 492, 498, 503 U4: 526, 529, 553, 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</p>	<p>Teacher’s Guide Set 2 U5: 46, 50, 54, 60, 63, 64, 67, 77, 80, 81, 94, 105, 106, 127, 128, 148, 153, 157, 176, 179, 180, 184, 204, 210, 212, 216 U6: 252, 245, 252, 267, 273, 280, 284, 295, 299, 303, 311, 315, 317, 330, 335, 336, 346, 347, 360, 364, 365, 370, 372, 373, 384, 385, 390, 393, 398 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 Resource Book Set 2 Activity Sheets: 30, 44, 64 Templates: 2 Theme Pictures: 20, 21, 24, 25, 26, 28</p>	<p>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</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>C .Productive, cont.</p>		
<p>10. Writing Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p>10. Writing Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>10. Writing Write longer literary texts (e.g., story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) with an adult (e.g., joint construction), with peers, and independently.</p>
<p>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, 578, 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</p>	<p>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</p>	<p>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 Resource Book Set 2 Activity Sheets: 130, 146, 188 Templates: DD, EE, JJ, KK, LL Theme Pictures: 28-36</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>C. Productive, cont.</p>		
<p>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).</p>	<p>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.</p>	<p>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.</p>
<p>Teacher’s Guide Set 1 U1: 55, 58, 70, 79, 99, 124, 147 U2: 200, 226, 248, 275, 320, 353 U3: 379, 427, 453, 478 U4: 529, 554, 578, 602, 626 Resource Book Set 1 Activity Sheets: 214 Theme Pictures: 1-18</p>	<p>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</p>	<p>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</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive, cont.		
<p>12. Selecting language resources</p> <p>a) Retell texts and recount experiences using key words.</p>	<p>12. Selecting language resources</p> <p>a) Retell texts and recount experiences, using complete sentences and key words.</p>	<p>12. Selecting language resources</p> <p>a) Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 55, 70, 144 U2: 174, 199, 225, 276 U4: 603</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 75</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 58, 60, 90, 92, 117, 153, 185 U6: 280, 311, 370, 398 U7: 427, 454, 477, 508, 540</p> <p>Templates: E</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 427, 454, 477, 508, 540 U8: 572, 597, 623, 645</p>
<p>12. Selecting language resources</p> <p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.</p>	<p>12. Selecting language resources</p> <p>b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p>12. Selecting language resources</p> <p>b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as <i>quick as a cricket</i>.) to create an effect, precision, and shades of meaning while speaking and writing.</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive, cont.		
<p> Teacher’s Guide Set 1 U1: 115 U2: 222, 228, 241, 281 U3: 385, 387, 430, 474 U4: 556, 628 Theme Pictures: 7 </p>	<p> 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 </p>	<p> Teacher’s Guide Set 2 U8: 571, 584 Resource Book Set 2 Theme Pictures: 29 </p>

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works		
English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Structuring Cohesive Texts		
<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>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 an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</p>
<p>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</p>	<p>Teacher’s Guide Set 2 U5: 58, 90, 117 U6: 342 U7: 444 Resource Book Set 2 Activity Sheets: 8, 17, 26</p>	<p>Teacher’s Guide Set 2 U7: 444 Resource Book Set 2 Templates: DD</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Structuring Cohesive Texts, cont.		
<p>2. Understanding cohesion Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i>) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>2. Understanding cohesion 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>after a long time, first/next</i>) to comprehending texts and writing texts with increasing independence.</p>	<p>2. Understanding cohesion Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, suddenly</i>) to comprehending and writing texts independently.</p>
<p>Teacher’s Guide Set 1 U2: 245 U4: 568 Resource Book Set 1 Activity Sheets: 111, 196, 216</p>	<p>Teacher’s Guide Set 2 U5: 58, 90, 118 U6: 243 U7: 444 Resource Book Set 2 Activity Sheets: 69, 75</p>	<p>Teacher’s Guide Set 2 U7: 444 U8: 561-563 Resource Book Set 2 Activity Sheets: 159 Templates: DD</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Expanding & Enriching Ideas		
<p>3. Using verbs and verb phrases</p> <p>a) Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</p>	<p>3. Using verbs and verb phrases</p> <p>a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.</p>	<p>3. Using verbs and verb phrases</p> <p>a) Use a wide variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 47, 51, 129</p> <p>U2: 223, 228, 240, 313, 314</p> <p>U3: 342, 448</p> <p>U4: 550, 630, 640</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 110, 177, 201</p> <p>Theme Pictures: 16</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 62, 121-124, 141, 154-157, 186-188, 218-220</p> <p>U6: 253-256, 300-302, 312-314, 334, 344, 361-365, 399-401</p> <p>U7: 418, 479, 541-543</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 28, 29, 41, 50, 51, 62, 63, 73, 74, 91, 100, 102, 107, 108, 111, 117, 118, 119</p> <p>Templates: Q</p> <p>Theme Pictures: 21, 24, 29</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 418, 479, 541-543</p> <p>U8: 590-592, 646-648</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 122, 154, 173, 175, 176</p> <p>Theme Pictures: 29</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>B. Expanding & Enriching Ideas, cont.</p>		
<p>3. Using verbs and verb phrases</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 sometimes independently.</p>	<p>3. Using verbs and verb phrases</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) with increasing independence.</p>	<p>3. Using verbs and verb phrases</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) independently.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 47, 51, 129 U2: 223, 228, 240, 313, 314 U3: 342, 448 U4: 550, 630, 640</p> <p>Resource Book Set 1</p> <p>Activity Sheets: 110, 177, 201 Theme Pictures: 16</p>	<p>Teacher’s Guide Set 2</p> <p>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</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 28, 29, 41, 50, 51, 62, 63, 73, 74, 91, 100, 102, 107, 108, 111, 117, 118, 119 Templates: Q</p> <p>Theme Pictures: 21, 24, 29</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 418, 479, 541-543 U8: 590-592, 646-648</p> <p>Resource Book Set 2</p> <p>Activity Sheets: 122, 154, 173, 175, 176 Theme Pictures: 29</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Expanding & Enriching Ideas, cont.		
<p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.</p>	<p>4. Using nouns and noun phrases 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 to add details about ideas, people, things, etc., with increasing independence.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.</p>
<p>Teacher’s Guide Set 1</p> <p>U1: 57, 115, 123, 127, 140</p> <p>U2: 167, 205, 222, 240-241, 248, 281, 282, 300</p> <p>U3: 355-356, 385, 407, 425, 430, 431, 444, 451, 470, 472</p> <p>U4: 532, 556, 557, 590, 628</p>	<p>Teacher’s Guide Set 2</p> <p>U5: 84, 85, 146, 151, 152, 175, 179, 203</p> <p>U6: 241, 272, 296, 341, 356, 386-390</p> <p>U7: 471, 495, 524</p>	<p>Teacher’s Guide Set 2</p> <p>U7: 471, 495, 524</p> <p>U8: 570, 582</p>

<p>English Language Development Level Continuum EMERGING</p>	<p>English Language Development Level Continuum EXPANDING</p>	<p>English Language Development Level Continuum BRIDGING</p>
<p>B. Expanding & Enriching Ideas, cont.</p>		
<p>5. Modifying to add details Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school, with my friend</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>5. Modifying to add details Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</p>	<p>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) independently.</p>
<p>Teacher’s Guide Set 1 U1: 93, 94, 122 U2: 166, 195, 218, 316 U3: 470, 494 U4: 594, 642</p>	<p>Teacher’s Guide Set 2 U5: 206 U6: 296-299, 386-390 U7: 455, 456, 501-503, 510, 455 Resource Book Set 2 Activity Sheets: 84, 85, 112, 113 Theme Pictures: 23, 24</p>	<p>Teacher’s Guide Set 2 U7: 455, 456, 501-503, 510 U8: 598-600, 611, 631, 638-640 Resource Book Set 2 Activity Sheets: 131, 132 Theme Pictures: 31</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Connecting & Condensing Ideas		
<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>) in shared language activities guided by the teacher and sometimes independently.</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) with increasing independence.</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.</i>) independently.</p>
<p>Teacher’s Guide Set 1 U3: 281 U4: 523, 598, 618</p>	<p>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</p>	<p>Teacher’s Guide Set 2 U8: 632 Resource Book Set 2 Activity Sheets: 155, 156, 159 Theme Pictures: 29, 30, 31</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
B. Connecting & Condensing Ideas, cont.		
<p>7. Condensing ideas Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> -> <i>It's green and red.</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p>7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rainforest.</i> -> <i>It's a green and red plant that's found in the rainforest.</i>) to create precise and detailed sentences with increasing independence.</p>	<p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest.</i> -> <i>It's a green and red plant that's found in the tropical rainforest.</i>) to create precise and detailed sentences independently.</p>
<p>Teacher's Guide Set 1 U3: 281 U4: 523, 598, 618</p>	<p>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</p>	<p>Teacher's Guide Set 2 U8: 632 Resource Book Set 2 Activity Sheets: 155, 156, 159 Theme Pictures: 29, 30, 31</p>