

**California Department of Education
English Language Development
Standards (2012) for Grade 3
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 respond using short phrases.</p>	<p>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.</p>	<p>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.</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>

<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>A. Collaborative, cont.</p>		
<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 writing 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 U1: 81, 82, 83, 105, 119, 129, 143, 150 U2: 175, 181, 192, 203, 228, 245, 253, 257, 280, 283, 314, 323- 325, 328 U3: 353, 356, 359, 402, 421, 427, 428, 457, 459, 469, 474, 482, 504-505 U4: 526, 530, 548, 554, 555, 557, 575, 578, 602, 605, 622, 647, 650, 654 Resource Book Set 1 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 Templates: E, NN Theme Pictures: 1-18</p>	<p>Teacher’s Guide Set 2 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 U6: 242, 250, 255, 256, 267, 272, 275, 279, 280, 283, 294, 310, 315, 335, 341, 342, 365, 372, 373, 384, 389, 393 U7: 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 456, 469, 480, 499, 506, 507, 531-532, 539, 546 Resource Book Set 2 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 Templates: 1A, 1B, 3, 4, 5, A, C, D, E, G, H, I, K, V Theme Pictures: 19-29</p>	<p>Teacher’s Guide Set 2 U7: 413, 417, 421, 426, 429, 430, 441, 445, 448, 449, 539, 546 U8: 559, 560, 563, 566, 567, 570, 571, 573-574, 588, 592, 596, 599, 633, 639, 643, 648 Resource Book Set 2 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 Templates: DD, EE, JJ, KK, LL 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>3. Offering opinions Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>I think ...</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, and ...</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, 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>
<p>Teacher's Guide Set 1 U1: 55, 58, 70, 79, 99, 124, 147 U2: 200, 226, 248, 275, 320 U3: 353, 379, 427, 453, 478 U4: 529, 554, 578, 602, 626</p> <p>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</p> <p>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</p> <p>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), social setting, 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, 395-396, 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 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 prompting and substantial support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional 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 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, 395-396, 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 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>

<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>6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</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, 505, 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 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>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 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>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 Resource Book Set 2 Activity Sheets: 125, 127, 143, 151, 161-172, 181, 185A-185B</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>7. Evaluating language choices Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.</p>	<p>7. Evaluating language choices Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.</p>	<p>7. Evaluating language choices Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.</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</p> <p>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</p> <p>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</p> <p>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 different used words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).</p>	<p>8. Analyzing language choices Distinguish how 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 meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>, <i>heard</i> versus <i>knew</i> versus <i>believed</i>), produce shades of meaning and different effects 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., retelling a story, describing an animal, etc.).</p>	<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).</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</p> <p>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, 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</p> <p>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</p> <p>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</p> <p>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.</p>	<p>10. Writing</p> <p>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.</p>	<p>10. Writing</p> <p>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.</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, 478, 602, 605, 647, 640 Resource Book Set 1 Activity Sheets: 102, 116,121, 123, 178, 188, 218, 229, 230, 231 Templates: E, NN Theme Pictures: 1-18</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>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Productive, cont.		
<p>10. Writing</p> <p>b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.</p>	<p>10. Writing</p> <p>b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p>	<p>10. Writing</p> <p>b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p>
N/A	<p>Teacher’s Guide Set 2 U5: 94 Templates: I</p>	<p>Teacher’s Guide Set 2 U7: 444 Templates: DD</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 U3: 353, 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>

<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>12. Selecting language resources Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.</p>	<p>12. Selecting language resources Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <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 Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.</p>
<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 texts and writing basic texts.</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) to comprehending texts and writing texts with increasing cohesion.</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 opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</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</p> <p>a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.</p>
<p>Teacher’s Guide Set 1 U2: 163, 240, 316 U3: 368 U4: 525, 555, 622, 623 Resource Book Set 1 Activity Sheets: 62, 222</p>	<p>Teacher’s Guide Set 2 U5: 107, 144-145, 173-175, 205 U6: 355 U7: 447-449, 482-484, 511 Resource Book Set 2 Activity Sheets: 22, 57</p>	<p>Teacher’s Guide Set 2 U7: 447-449, 482-484, 511 U8: 557 Resource Book Set 2 Activity Sheets: 129, 130, 141, 142, 157</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</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using every day connecting words or phrases (e.g., <i>then, next</i>) to comprehending texts and writing basic texts.</p>	<p>2. Understanding cohesion</p> <p>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., <i>at the beginning/end, first/next</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example, afterward, first/next/last</i>) to comprehending texts and writing cohesive texts.</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
C. Expanding & Enriching Ideas		
<p>3. Using verbs and verb phrases Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).</p>	<p>3. Using verbs and verb phrases Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</p>	<p>3. Using verbs and verb phrases Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</p>
<p>Teacher’s Guide Set 1 U1: 47, 51, 129 U2: 223, 228, 240, 313, 314 U3: 342, 448 U4: 550, 630, 640 Resource Book Set 1 Activity Sheets: 110, 177, 201 Theme Pictures: 16</p>	<p>Teacher’s Guide Set 2 U5: 62, 121-124, 141, 154-157, 186-188, 218-220 U6: 253-256, 300-302, 312-314, 334, 344, 361-365, 399-401 U7: 418, 479, 541-543 Resource Book Set 2 Activity Sheets: 28, 29, 41, 50, 51, 62, 63, 73, 74, 91, 100, 102, 107, 108, 111, 117, 118, 119 Templates: Q Theme Pictures: 21, 24, 29</p>	<p>Teacher’s Guide Set 2 U7: 418, 479, 541-543 U8: 590-592, 646-648 Resource Book Set 2 Activity Sheets: 122, 154, 173, 175, 176 Theme Pictures: 29</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Expanding & Enriching Ideas, cont.		
<p>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.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc.</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</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 Theme Pictures: 19, 20, 25</p>	<p>Teacher’s Guide Set 2 U7: 471, 495, 524 U8: 570, 582 Theme Pictures: 29</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. Expanding & Enriching Ideas, cont.		
<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked <i>to the soccer field.</i>).</p>	<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked <i>quietly</i>; They ran <i>across the soccer field.</i>).</p>	<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room.</i>).</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: 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: 456, 501-503, 510, 455 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
D. Connecting & Condensing Ideas		
<p>6. Connecting ideas 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>).</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>).</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, 35</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.</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.</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.</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>