

California Department of Education
English Language Development
Standards (2012) for Grade 2
 correlated to
Frames for Fluency

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
A. Collaborative		
<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 learned 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><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>

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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>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 think/don't think X. I agree with X.</i>), as well as open responses, in order to gain and/or hold the floor, elaborate on an idea, etc.</p>	<p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X.</i>), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc.</p>
<p>Unit 3: Chapter 5: 5</p> <p>Unit 4: Chapter 5: 3</p>	<p>Unit 5: Chapter 3: 3; Chapter 4: 3</p> <p>Unit 6: Chapter 4: 3</p> <p>Unit 7: Chapter 3: 5</p>	<p>Unit 8: Chapter 1: 1</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>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><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>

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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><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>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>

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<p>B. Interpretative, cont.</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, of 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>Unit 2: Chapter 1: 3; Chapter 2: 4; Chapter 3: 2, 3; Chapter 4: 4; Chapter 5: 5; Chapter 6: 3</p> <p>Unit 3: Chapter 1: 6; Chapter 2: 5; Chapter 4: 3, 4, 5; Chapter 5:5</p> <p>Unit 4: Chapter 2: 4; Chapter 3: 3; Chapter 5: 2, 5</p>	<p>Unit 5: Chapter 1: 1; Chapter 3: 2; Chapter 4: 2, 4; Chapter 5: 2, 4</p> <p>Unit 6: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1, 4, 6; Chapter 4: 2; Chapter 5: 2; Chapter 6: 2</p> <p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p>	<p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p> <p>Unit 8: Chapter 4: 3</p>
<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>

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C. Productive		
<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>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>

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C. Productive, cont.		
<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>Unit 3: Chapter 5: 5</p> <p>Unit 4: Chapter 5: 3</p>	<p>Unit 5: Chapter 3: 3; Chapter 4: 3</p> <p>Unit 6: Chapter 4: 3</p> <p>Unit 7: Chapter 3: 5</p>	<p>Unit 8: Chapter 1: 1</p>
<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>

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>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word 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>
<p>Unit 1: Chapter 4: 3</p> <p>Unit 2 Chapter 1: 3; Chapter 2: 4; Chapter 3: 2, 3; Chapter 4: 4; Chapter 5: 5; Chapter 6: 3</p> <p>Unit 3: Chapter 1: 6; Chapter 2: 5; Chapter 4: 3, 4, 5; Chapter 5: 5</p> <p>Unit 4: Chapter 2: 4; Chapter 3: 3; Chapter 5: 2, 5</p>	<p>Unit 5: Chapter 1: 1; Chapter 3: 2; Chapter 4: 2, 4; Chapter 5: 2, 4</p> <p>Unit 6: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1, 4, 6; Chapter 4: 2; Chapter 5: 2; Chapter 6: 2</p> <p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p>	<p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1,2; Chapter 5: 1</p> <p>Unit 8: Chapter 4: 3</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>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>Unit 4: Chapter 3: 1, 2, 3, 4, 5</p>	<p>Unit 6: Chapter 1: 3; Chapter 2: 1 Unit 7: Chapter 2: 3</p>	<p>Unit 7: Chapter 2: 3 Unit 8: Chapter 2: 5; Chapter 4: 4</p>

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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>Unit 2:</p> <p>Chapter 1: 4; Chapter 3: 3; Chapter 4: 3; Chapter 6: 2, 3; Chapter 7: 2, 5</p> <p>Unit 3:</p> <p>Chapter 1: 2; Chapter 2: 2; Chapter 3: 1; Chapter 4: 2; Chapter 5: 4; Chapter 6: 2, 3; Chapter 7: 3</p> <p>Unit 4:</p> <p>Chapter 1: 2, 3; Chapter 2: 2, 3, 4; Chapter 3: 5; Chapter 5: 3, 6</p>	<p>Unit 5:</p> <p>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>Unit 6:</p> <p>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>Unit 7:</p> <p>Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p>	<p>Unit 7:</p> <p>Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p> <p>Unit 8:</p> <p>Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5</p>

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<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>Unit 2: Chapter 1: 4; Chapter 3: 3; Chapter 4: 3; Chapter 6: 2, 3; Chapter 7: 2, 5</p> <p>Unit 3: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1; Chapter 4: 2; Chapter 5: 4; Chapter 6: 2, 3; Chapter 7: 3</p> <p>Unit 4: Chapter 1: 2, 3; Chapter 2: 2, 3, 4; Chapter 3: 5; Chapter 5: 3, 6</p>	<p>Unit 5: Chapter 1: 2, 3, 4; Chapter 2: 1, 2, 3; Chapter 3: 1, 3, 5; Chapter 4: 1, 3, 4, 5; Chapter 5: 3, 4, 5, 6; Chapter 6: 1,2</p> <p>Unit 6: Chapter 1: 5; Chapter 2: 1, 3; Chapter 3: 3, 6; Chapter 4: 1, 4, 5; Chapter 5: 1, 2; Chapter 6: 1, 2, 4, 5, 6</p> <p>Unit 7: Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p>	<p>Unit 7: Chapter 1: 3; Chapter 2: 1, 2, 3; Chapter 3: 3, 4; Chapter 5: 4</p> <p>Unit 8: Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5</p>

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<p>B. Expanding & Enriching Ideas, cont.</p>		
<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>Unit 2: Chapter 1: 3; Chapter 2: 4; Chapter 3: 2, 3; Chapter 6: 3</p> <p>Unit 3: Chapter 2: 5; Chapter 4: 3, 4, 5</p> <p>Unit 4: Chapter 2: 4; Chapter 3: 3; Chapter 5: 5</p>	<p>Unit 5: Chapter 1: 1; Chapter 4: 2, 4; Chapter 5: 2, 4</p> <p>Unit 6: Chapter 1: 2; Chapter 2: 2; Chapter 3: 1, 4; Chapter 4: 2; Chapter 5: 2;</p> <p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1, 2; Chapter 5: 1</p>	<p>Unit 7: Chapter 1: 1, 2; Chapter 3: 1, 2; Chapter 5: 1</p> <p>Unit 8: Chapter 4: 3</p>

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<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>Unit 1: Chapter 3: 1; Chapter 4: 1</p> <p>Unit 2: Chapter 2: 3, 5; Chapter 3: 1; Chapter 4: 5; Chapter 6: 2, 4; Chapter 7: 3</p> <p>Unit 3: Chapter 1: 3, 4, 5; Chapter 2: 4; Chapter 3: 2; Chapter 5: 2; Chapter 6: 3; Chapter 7: 1, 3</p> <p>Unit 4: Chapter 1: 1, 4; Chapter 2: 4; Chapter 4: 4; Chapter 6: 2</p>	<p>Unit 5: Chapter 1: 2; Chapter 5: 1</p> <p>Unit 6: Chapter 1: 1, 3; Chapter 2: 1; Chapter 3: 2; Chapter 4: 1; Chapter 6: 5</p> <p>Unit 7: Chapter 2: 3; Chapter 3: 1; Chapter 4: 6</p>	<p>Unit 7: Chapter 2: 3; Chapter 3: 1; Chapter 4: 6</p> <p>Unit 8: Chapter 1: 4; Chapter 2: 6; Chapter 4: 1, 4</p>

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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>), in shared language activities guided by the teacher and 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 <u>so</u> he ate a sandwich.</i>) independently.</p>
<p>Unit 2: Chapter 5: 5</p> <p>Unit 4: Chapter 4: 5, 6; Chapter 5: 2</p>	<p>Unit 5: Chapter 1: 1, 3; Chapter 3: 3; Chapter 4: 3; Chapter 6: 3</p> <p>Unit 6: Chapter 1: 3; Chapter 2: 5; Chapter 3: 1; Chapter 4: 3</p> <p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p>	<p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p> <p>Unit 8: Chapter 1: 1; Chapter 4: 1</p>

English Language Development Level Continuum EMERGING	English Language Development Level Continuum EXPANDING	English Language Development Level Continuum BRIDGING
C. 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>Unit 2: Chapter 5: 5</p> <p>Unit 4: Chapter 4: 5, 6; Chapter 5: 2</p>	<p>Unit 5: Chapter 1:1, 3; Chapter 3: 3; Chapter 4: 3; Chapter 6: 3</p> <p>Unit 6: Chapter 1: 3; Chapter 2: 5; Chapter 3: 1; Chapter 4: 3</p> <p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p>	<p>Unit 7: Chapter 1: 1; Chapter 5: 2, 3, 5, 6</p> <p>Unit 8: Chapter 1: 1; Chapter 4: 1</p>