Ballard & Tighe

A Comprehensive English Language Development Program for Grades K-5

Carousel of IDEAS, 4th Edition and the Common Core State Standards

This correlation is designed to show how *Carousel of IDEAS* Sets 1 and 2 provide the necessary rigor, activities, and curriculum to prepare English learners to meet the Common Core State Standards. This is a broad alignment for states whose ELD standards are currently in development. States using WIDA Prime ELD standards will find a *Carousel* alignment to the WIDA standards here:
http://www.ballard-tighe.com/resources/alignments/Instructional.asp

To learn more about *Carousel of IDEAS*, visit: www.carouselofideas.com

CR-2-504-02

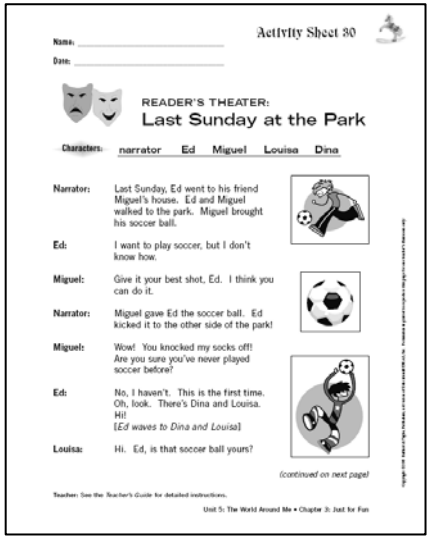
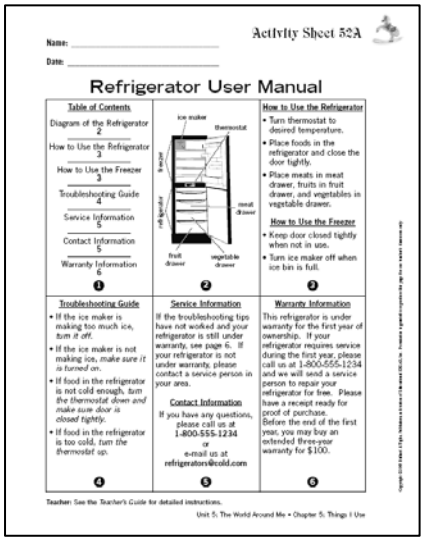
© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

From the Standards—*Reading: Text complexity and the growth of comprehension*

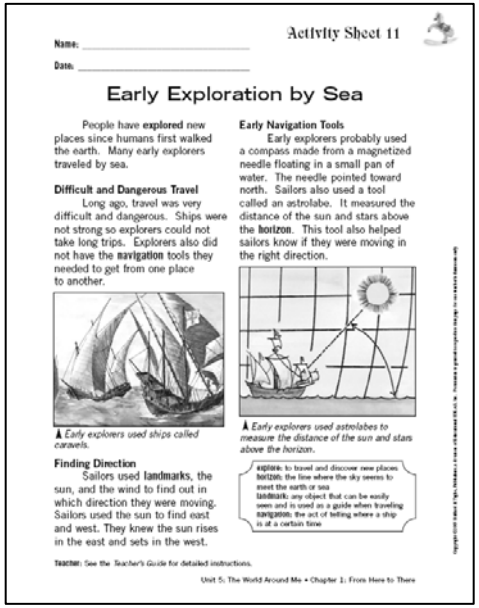
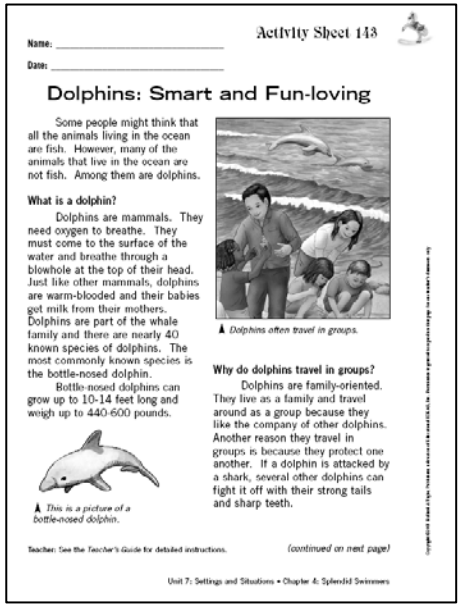
The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

College and Career Readiness Anchor Standards for Reading	**Carousel of IDEAS**
RI/RF.CRR.1-3 **Key Ideas and Details** The CCSS call for students to: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	• In the *Carousel* program students are gradually introduced to fiction and nonfiction text as they gain proficiency in decoding and reading fluency. Students answer factual comprehension and critical thinking questions orally and in writing. • Lesson 4 of every chapter is a literature-based lesson where the teacher reads a selection aloud to students. Students then respond orally and in writing to determine the main ideas, supporting details, character and setting details, story sequence, and problem/solution situations. • The variety of content-based texts requires students to answer rigorous in-depth text-based questions promoting critical thinking and inquiry. • Tasks require students to organize, display, restate, and summarize details and ideas from the text. • Informational nonfiction text requires students to interpret data presented in charts, tables, or graphs. • Tasks guide students to recognize figurative language, idioms, analogies, and metaphors in literature and content-area texts.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

RI/RF.CRR.4-6 **Craft and Structure** The CCSS call for students to: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.	• Teachers lead discussions about language use, figurative meanings (idioms, fixed expressions, and so forth), and syntactical structure through use of the sentence frames that target specific grammatical forms and verb tenses with the *Frames for Fluency* sentence frames included in the Premium set of materials. Students then practice target forms in pairs. Giving students explicit instruction in how the English language works and providing sufficient oral practice prepares students for success when reading more complex texts. • In the Set 2 Resource Guide, resource instructional sheets can support teachers in teaching the structure of a paragraph, essay, and other writing formats. These supports include a description of the writing process, editing checklist, how to write a paragraph, and so forth. • The variety of short readings from science, social studies, and literature books can be used to address this standard, although assessing point of view and purpose are not explicitly addressed in the Teacher's Guide.
RI/RF.CRR.7-9 **Integration of Knowledge and Ideas** The CCSS call for students to: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	• The content and information in *Carousel* is presented in many different formats: poems, charts, graphs, calendars, menus, reader's theatres, songs, chants, pictures, and so forth. Students organize, display, and interpret data from visually and graphically supported material.  Activity Sheet 30 Name: _____ Date: _____ READER'S THEATER: Last Sunday at the Park Characters: narrator Ed Miguel Louisa Dina Narrator: Last Sunday, Ed went to his friend Miguel's house. Ed and Miguel walked to the park. Miguel brought his soccer ball. Ed: I want to play soccer, but I don't know how. Miguel: Give it your best shot, Ed. I think you can do it. Narrator: Miguel gave Ed the soccer ball. Ed kicked it to the other side of the park! Miguel: Wow! You knocked my socks off! Are you sure you've never played soccer before? Ed: No, I haven't. This is the first time. Oh, look. There's Dina and Louisa. Hi! [*Ed waves to Dina and Louisa.*] Louisa: Hi. Ed, is that soccer ball yours? *(continued on next page)* Teacher: See the Teacher's Guide for detailed instructions. Unit 5: The World Around Me • Chapter 3: Just for Fun Activity Sheet 23 Name: _____ Date: _____ Sharing I had a whistle, oh so fine, It was bright, shiny, and new! And even though it was all mine I shared it with my friend Hugh. Since I had shared a toy, then he Decided to share one, too. He gave the airplane that was his To his little sister Sue. Sue felt inspired to share a toy So she found her favorite doll And even though it was hers She shared it with Lee and Paul. Lee and Paul thought that sharing was An exceptional idea, So they found a ball of theirs And gave it to Althea. Then Althea said to us all: "We don't need all of these toys! We should give these toys of ours to Needy girls and boys!" So we gave away toys old and new And learned a lesson that endures: Sharing is the right thing to do. So what will you share of yours? Teacher: See the Teacher's Guide for detailed instructions. Unit 5: The World Around Me • Chapter 3: Just for Fun  Activity Sheet 52A Name: _____ Date: _____ Refrigerator User Manual Table of Contents Diagram of the Refrigerator 2 How to Use the Refrigerator 3 How to Use the Freezer 3 Troubleshooting Guide 4 Service Information 5 Contact Information 5 Warranty Information 6 How to Use the Refrigerator • Turn thermostat to desired temperature. • Place foods in the refrigerator and close the door tightly. • Place meats in meat drawer, fruits in fruit drawer, and vegetables in vegetable drawer. How to Use the Freezer • Keep door closed tightly when not in use. • Turn ice maker off when ice bin is full. Troubleshooting Guide • If the ice maker is making too much ice, *turn it off.* • If the ice maker is not making ice, *make sure it is turned on.* • If food in the refrigerator is not cold enough, *turn the thermostat down and make sure door is closed tightly.* • If food in the refrigerator is too cold, *turn the thermostat up.* Service Information If the troubleshooting tips have not worked and your refrigerator is still under warranty, see page 6. If your refrigerator is not under warranty, please contact a service person in your area. Contact Information If you have any questions, please call us at 1-800-555-1234 or e-mail us at refrigerators@cold.com Warranty Information This refrigerator is under warranty for the first year of ownership. If your refrigerator requires service during the first year, please call us at 1-800-555-1234 and we will send a service person to repair your refrigerator for free. Please have a receipt ready for proof of purchase. Before the end of the first year, you may buy an extended three-year warranty for $100. Teacher: See the Teacher's Guide for detailed instructions. Unit 5: The World Around Me • Chapter 5: Things I Use

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

	• Students read familiar stories but with a new twist and compare and contrast the stories using graphic organizers followed by written responses. (e.g., *The Three Bears* vs. *Goldilocks*)
RI/RF.CRR.10 **Range of Reading and Level of Text Complexity** The CCSS call for students to: 10. Read and comprehend complex literary and informational texts independently and proficiently.	• *Carousel* includes a good mix of informational texts and literature selections. As the proficiency level increases, students are exposed to a greater extent and complexity of content-based informational text.  Activity Sheet 11 Name: _____ Date: _____ Early Exploration by Sea People have **explored** new places since humans first walked the earth. Many early explorers traveled by sea. **Difficult and Dangerous Travel** Long ago, travel was very difficult and dangerous. Ships were not strong so explorers could not take long trips. Explorers also did not have the **navigation** tools they needed to get from one place to another. **Early Navigation Tools** Early explorers probably used a compass made from a magnetized needle floating in a small pan of water. The needle pointed toward north. Sailors also used a tool called an astrolabe. It measured the distance of the sun and stars above the **horizon**. This tool also helped sailors know if they were moving in the right direction. *Early explorers used ships called caravels.* *Early explorers used astrolabes to measure the distance of the sun and stars above the horizon.* **Finding Direction** Sailors used **landmarks**, the sun, and the wind to find out in which direction they were moving. Sailors used the sun to find east and west. They knew the sun rises in the east and sets in the west. **explore:** to travel and discover new places **horizon:** the line where the sky seems to meet the earth or sea **landmark:** any object that can be easily seen and is used as a guide when traveling **navigation:** the act of telling where a ship is at a certain time Teacher: See the Teacher's Guide for detailed instructions. Unit 5: The World Around Me • Chapter 1: From Here to There  Activity Sheet 143 Name: _____ Date: _____ Dolphins: Smart and Fun-loving Some people might think that all the animals living in the ocean are fish. However, many of the animals that live in the ocean are not fish. Among them are dolphins. **What is a dolphin?** Dolphins are mammals. They need oxygen to breathe. They must come to the surface of the water and breathe through a blowhole at the top of their head. Just like other mammals, dolphins are warm-blooded and their babies get milk from their mothers. Dolphins are part of the whale family and there are nearly 40 known species of dolphins. The most commonly known species is the bottle-nosed dolphin. Bottle-nosed dolphins can grow up to 10-14 feet long and weigh up to 440-600 pounds. *This is a picture of a bottle-nosed dolphin.* *Dolphins often travel in groups.* **Why do dolphins travel in groups?** Dolphins are family-oriented. They live as a family and travel around as a group because they like the company of other dolphins. Another reason they travel in groups is because they protect one another. If a dolphin is attacked by a shark, several other dolphins can fight it off with their strong tails and sharp teeth. Teacher: See the Teacher's Guide for detailed instructions. *(continued on next page)* Unit 7: Settings and Situations • Chapter 4: Splendid Swimmers • Text features in the reading selections are included to provide all types of readers and proficiency levels with access to the text. Students read each selection several times, with each reading focusing on a different aspect of the text—structure, vocabulary, language. Activities tap into prior knowledge, build background, and include pre-reading, during reading, and post-reading strategies. • The teacher's guide includes suggestions on building background knowledge to tap and pique students' interest. Tasks are scaffolded and structured to lead students step-by-step.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

From the Standards—*Writing: Text types, responding to reading, and research*

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

College and Career Readiness Anchor Standards for Writing	**Carousel of IDEAS**
W.CCR.1-3 **Text Types and Purposes** The CCSS call for students to: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	• At the beginning proficiency level students start writing simple phrases and sentences following a model. As the proficiency level progresses, students independently begin to write brief narratives, short stories, and in higher proficiency levels students write more extended responses. Writing assignments cover diverse genres: o responses to literature o book reports o poems, chants, riddles, songs o menus, calendars, role plays, and dialogues o persuasive text and letters o e-mails o opinions o expository text o descriptive text o reports o narrative text o autobiography o reader's theater o consumer materials such as "how to" manuals

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

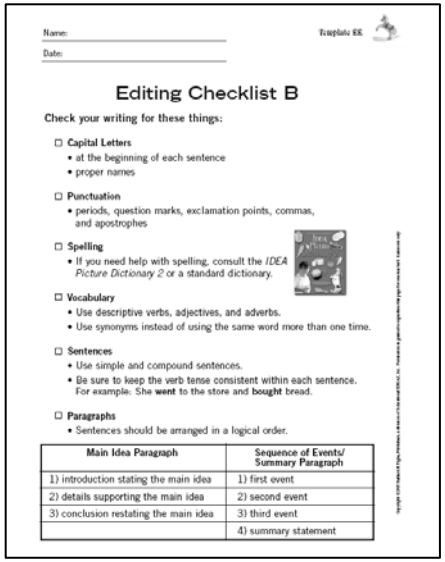
W.CCR.4-6

Production and Distribution of Writing

The CCSS call for students to:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- Students are instructed on the writing and editing process throughout the *Carousel* program. Writing models are provided to guide students. Students are given explicit instruction in writing conventions.



Name:

Date:

Template EE

Editing Checklist B

Check your writing for these things:

☐ **Capital Letters**
- at the beginning of each sentence
- proper names

☐ **Punctuation**
- periods, question marks, exclamation points, commas, and apostrophes

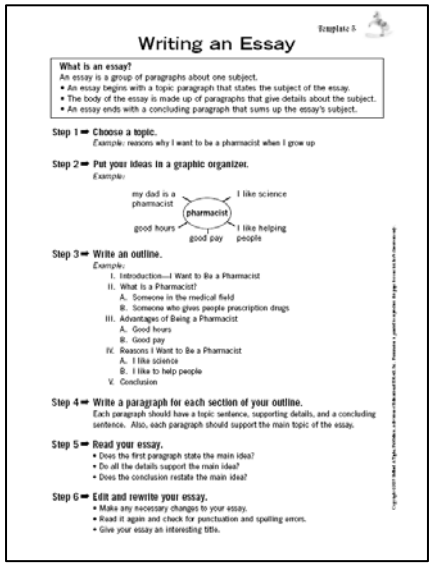
☐ **Spelling**
- If you need help with spelling, consult the *IDEA Picture Dictionary 2* or a standard dictionary.

☐ **Vocabulary**
- Use descriptive verbs, adjectives, and adverbs.
- Use synonyms instead of using the same word more than one time.

☐ **Sentences**
- Use simple and compound sentences.
- Be sure to keep the verb tense consistent within each sentence. For example: She **went** to the store and **bought** bread.

☐ **Paragraphs**
- Sentences should be arranged in a logical order.

Main Idea Paragraph	Sequence of Events/ Summary Paragraph
1) introduction stating the main idea	1) first event
2) details supporting the main idea	2) second event
3) conclusion restating the main idea	3) third event
	4) summary statement



Template S

Writing an Essay

What is an essay?
An essay is a group of paragraphs about one subject.
- An essay begins with a topic paragraph that states the subject of the essay.
- The body of the essay is made up of paragraphs that give details about the subject.
- An essay ends with a concluding paragraph that sums up the essay's subject.

Step 1 ➡ Choose a topic.
Example: reasons why I want to be a pharmacist when I grow up

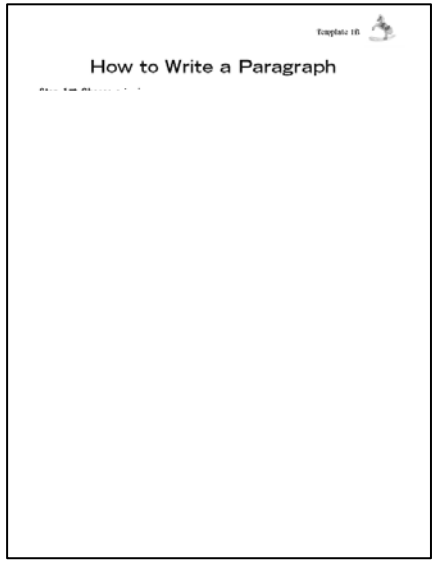
Step 2 ➡ Put your ideas in a graphic organizer.
Example:

Step 3 ➡ Write an outline.
Example:
I. Introduction—I Want to Be a Pharmacist
II. What Is a Pharmacist?
A. Someone in the medical field
B. Someone who gives people prescription drugs
III. Advantages of Being a Pharmacist
A. Good hours
B. Good pay
IV. Reasons I Want to Be a Pharmacist
A. I like science
B. I like to help people
V. Conclusion

Step 4 ➡ Write a paragraph for each section of your outline.
Each paragraph should have a topic sentence, supporting details, and a concluding sentence. Also, each paragraph should support the main topic of the essay.

Step 5 ➡ Read your essay.
- Does the first paragraph state the main idea?
- Do all the details support the main idea?
- Does the conclusion restate the main idea?

Step 6 ➡ Edit and rewrite your essay.
- Make any necessary changes to your essay.
- Read it again and check for punctuation and spelling errors.
- Give your essay an interesting title.



Template HH

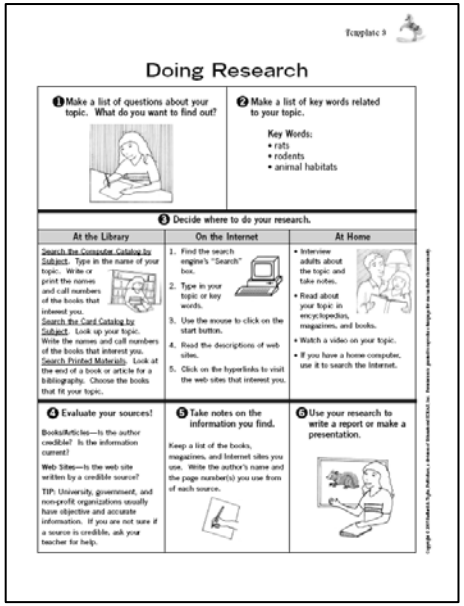
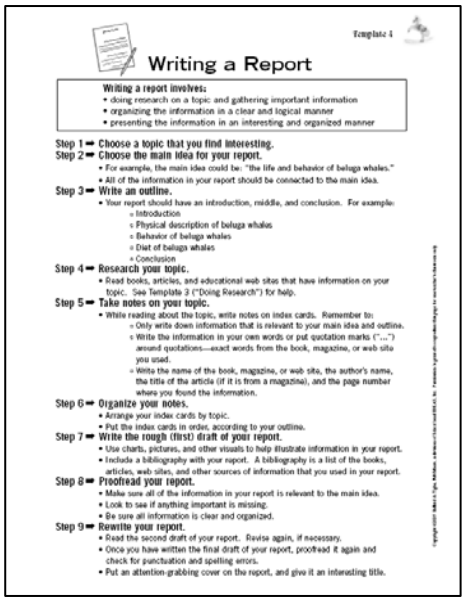
How to Write a Paragraph

- Students learn about the structure of the different writing genres and follow guided steps to produce such writing.

- Graphic organizers help students brainstorm, organize, and revise their ideas before they begin writing.

- Students use technology to enhance and support their writing assignments in a variety of ways—creating presentations, using technology such as e-mail, blogs, PowerPoint, visuals, cartoons, and charts and graphs.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

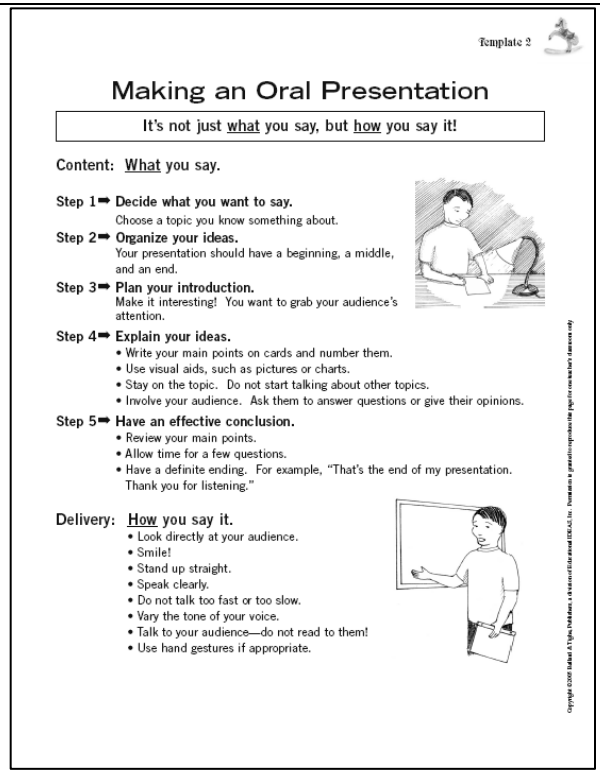
W.CCR.7-9 **Research to Build and Present Knowledge** The CCSS call for students to: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	• There are several research-based writing projects in the program. Students learn how to gather information from different sources—Internet, library, books, and so forth. The research writing process instructs students on how to evaluate their sources. Clear objectives and directions guide students through the steps of writing a research report.  Template 3 Doing Research ❶ Make a list of questions about your topic. What do you want to find out? ❷ Make a list of key words related to your topic. Key Words: • rats • rodents • animal habitats ❸ Decide where to do your research. At the Library Search the Computer Catalog by Subject. Type in the name of your topic. Write or print the names and call numbers of the books that interest you. Search the Card Catalog by Subject. Look up your topic. Write the names and call numbers of the books that interest you. Search Printed Materials. Look at the end of a book or article for a bibliography. Choose the books that fit your topic. On the Internet 1. Find the search engine's "Search" box. 2. Type in your topic or key words. 3. Use the mouse to click on the start button. 4. Read the descriptions of web sites. 5. Click on the hyperlinks to visit the web sites that interest you. At Home • Interview adults about the topic and take notes. • Read about your topic in encyclopedias, magazines, and books. • Watch a video on your topic. • If you have a home computer, use it to search the Internet. ❹ Evaluate your sources! Books/Articles—Is the author credible? Is the information current? Web Sites—Is the web site written by a credible source? TIP: University, government, and non-profit organizations usually have objective and accurate information. If you are not sure if a source is credible, ask your teacher for help. ❺ Take notes on the information you find. Keep a list of the books, magazines, and Internet sites you use. Write the author's name and the page number(s) you use from of each source. ❻ Use your research to write a report or make a presentation.  Template 4 Writing a Report Writing a report involves: • doing research on a topic and gathering important information • organizing the information in a clear and logical manner • presenting the information in an interesting and organized manner Step 1 ➡ Choose a topic that you find interesting. Step 2 ➡ Choose the main idea for your report. • For example, the main idea could be: "the life and behavior of beluga whales." • All of the information in your report should be connected to the main idea. Step 3 ➡ Write an outline. • Your report should have an introduction, middle, and conclusion. For example: ◦ Introduction ◦ Physical description of beluga whales ◦ Behavior of beluga whales ◦ Diet of beluga whales ◦ Conclusion Step 4 ➡ Research your topic. • Read books, articles, and educational web sites that have information on your topic. See Template 3 ("Doing Research") for help. Step 5 ➡ Take notes on your topic. • While reading about the topic, write notes on index cards. Remember to: ◦ Only write down information that is relevant to your main idea and outline. ◦ Write the information in your own words or put quotation marks ("...") around quotations—exact words from the book, magazine, or web site you used. ◦ Write the name of the book, magazine, or web site, the author's name, the title of the article (if it is from a magazine), and the page number where you found the information. Step 6 ➡ Organize your notes. • Arrange your index cards by topic. • Put the index cards in order, according to your outline. Step 7 ➡ Write the rough (first) draft of your report. • Use charts, pictures, and other visuals to help illustrate information in your report. • Include a bibliography with your report. A bibliography is a list of the books, articles, web sites, and other sources of information that you used in your report. Step 8 ➡ Proofread your report. • Make sure all of the information in your report is relevant to the main idea. • Look to see if anything important is missing. • Be sure all information is clear and organized. Step 9 ➡ Rewrite your report. • Read the second draft of your report. Revise again, if necessary. • Once you have written the final draft of your report, proofread it again and check for punctuation and spelling errors. • Put an attention-grabbing cover on the report, and give it an interesting title.
W.CCR.10 **Range of Writing** The CCSS call for students to: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	*Carousel* provides students with regular opportunities to write. Writing tasks range from short paragraphs in response to question prompts or based on classroom discussions to more extended research projects individually, in pairs, or in small groups. Students have many opportunities to write extensively in the program.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

From the Standards—*Speaking and Listening: Flexible communication and collaboration*

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

College and Career Readiness Anchor Standards for Speaking and Listening	**Carousel of IDEAS**
SL.CCR.1-3 **Comprehension and Collaboration** The CCSS call for students to: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	• A strong emphasis of the *Carousel* program is on developing oral language fluency through academic discussions in small and large group settings. • Students work in pairs and groups to participate in various oral discussions ranging from social to more complex topics. • Sentence frames and other scaffolds help students develop fluency and automaticity of language and oral output. • Narratives, autobiographies, advertisements, cartoons, interviews, editorials, legends and tall tales, newspaper articles, science journals, radio broadcast, informational text with charts and graphs, read-alouds, lectures, and so forth provide students with diverse genres of literature and comprehensible input.



Template 2

Making an Oral Presentation

It's not just what you say, but how you say it!

Content: What you say.

Step 1➡ **Decide what you want to say.**
Choose a topic you know something about.

Step 2➡ **Organize your ideas.**
Your presentation should have a beginning, a middle, and an end.

Step 3➡ **Plan your introduction.**
Make it interesting! You want to grab your audience's attention.

Step 4➡ **Explain your ideas.**
- Write your main points on cards and number them.
- Use visual aids, such as pictures or charts.
- Stay on the topic. Do not start talking about other topics.
- Involve your audience. Ask them to answer questions or give their opinions.

Step 5➡ **Have an effective conclusion.**
- Review your main points.
- Allow time for a few questions.
- Have a definite ending. For example, "That's the end of my presentation. Thank you for listening."

Delivery: How you say it.
- Look directly at your audience.
- Smile!
- Stand up straight.
- Speak clearly.
- Do not talk too fast or too slow.
- Vary the tone of your voice.
- Talk to your audience—do not read to them!
- Use hand gestures if appropriate.

Copyright ©2000 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc. Permission is granted to reproduce this page for use in one teacher's classroom only.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

SL.CCR.4-6 **Presentation of Knowledge and Ideas** The CCSS call for students to: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	• Students communicate for a variety of purposes, from basic tasks such as to ask and answer questions, describe, and retell, to more academic tasks such as express feelings and preferences, giving an opinion, making an argument, and giving a presentation. • Students have many opportunities to use multimedia (e.g., Internet, CD-ROM, software), illustrations, analogies, and visual aids in their oral presentations depending on the purpose and audience. • Activities to develop effective use of English in a variety of contexts and comprehensible output include role-play, reader's theaters, debates, speeches, songs, poems, and so forth. • Students are encouraged and guided to demonstrate proper pronunciation, rhythm, stress, and intonation of English in their oral discussions and presentations. The teacher provides explicit and immediate corrective feedback on speech and oral fluency and accuracy.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

From the Standards—*Language: Conventions, effective use, and vocabulary*

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language	**Carousel of IDEAS**
L.CCR.1-2 **Conventions of Standard English** The CCSS call for students to: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*Carousel* explicitly teaches grammar forms within the functions of language (describing, restating, expressing differences, connecting ideas, and so forth). **Grammatical forms include (but are not limited to):** • Nouns (singular and plural, irregular plurals, collective nouns, articles, countable/uncountable nouns, possessive nouns, derivational nouns, content area abstract nouns, figurative language) • Pronouns (subject, object, possessive, reflexive, demonstrative, relative, reciprocal pronouns) • Verbs (present and past, irregular past, present progressive, future, imperatives, modal auxiliaries, present and past perfect, phrasal verbs, conditional) • Prepositions (of location, direction, time; specialized prepositions) • Conjunctions • Adjectives (comparatives & superlatives, descriptive, synonyms & antonyms, placement of adjectives) • Adverbs (with –ly, adverbs of time and frequency) This charts on the next page show the scope and sequence of grammatical forms covered. The Language progress Card provides an efficient and effective way of monitoring student progress.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

Beginning Unit 1: My Community	Beginning Unit 2: My Larger Community	Early Intermediate Unit 3: Living and Working Together	Early Intermediate Unit 4: Our Great Big, Busy World
Topics: _____ Chapter 1: *People* _____ Chapter 2: *School* _____ Chapter 3: *Numbers: 1-10* _____ Chapter 4: *Colors* _____ Chapter 5: *Body Parts*	**Topics:** _____ Chapter 1: *People* _____ Chapter 2: *School* _____ Chapter 3: *Numbers: 11-20* _____ Chapter 4: *Animals: Pets* _____ Chapter 5: *Food* _____ Chapter 6: *Shapes* _____ Chapter 7: *Body Parts*	**Topics:** _____ Chapter 1: *Occupations* _____ Chapter 2: *Clothing and Accessories* _____ Chapter 3: *Numbers: 21-100* _____ Chapter 4: *Animals: Farm* _____ Chapter 5: *Food* _____ Chapter 6: *Meals* _____ Chapter 7: *Alphabet*	**Topics:** _____ Chapter 1: *Occupations* _____ Chapter 2: *Clothing and Accessories* _____ Chapter 3: *Numbers: Ordinals* _____ Chapter 4: *Animals: Zoo* _____ Chapter 5: *Food* _____ Chapter 6: *Body Parts*
Type of Language Produced: __Listening __Word __Sentence	**Type of Language Produced:** __Listening __Word __Sentence	**Type of Language Produced:** __Listening __Word __Sentence	**Type of Language Produced:** __Listening __Word __Sentence
Major Language Forms Introduced: _____ Adjectives (e.g., *big, little*) _____ Commands (e.g., *Sit down.*) _____ Nouns (e.g., *teacher, desk, hand*) _____ Prepositions and prepositional phrases (e.g., *in, on top of*) _____ Regular plurals (*-s*)	**Major Language Forms Introduced:** _____ Articles (*a, an, the*) _____ Conjunctions (*and, or*) _____ Modals (*can, cannot, may, may not*) _____ Possessive pronouns (*my, your*) _____ Present progressive tense verbs (e.g., *They are running.*) _____ Present tense verbs (e.g., *I have two grandfathers.*) _____ Regular plurals (*-es, -ies*) _____ Subject pronouns (*I, you, he, she, we, they, it*)	**Major Language Forms Introduced:** _____ Can/may questions (e.g., *May I have the shirt?*) _____ Comparatives/superlatives (e.g., *big/bigger/biggest*) _____ Contractions (e.g., *don't*) _____ Countable and uncountable nouns (e.g., *a taco/some jello*) _____ Exclamations (e.g., *I love ice cream!*) _____ Irregular plurals (e.g., *sheep/sheep*) _____ Present tense/present progressive tense questions (e.g., *Do you like soup?/Is Marco wearing blue pants?*)	**Major Language Forms Introduced:** _____ Conjunctions (*but, because*) _____ Future tense verbs (e.g., *Tomorrow she is going to wear an apron.*) _____ Past progressive tense verbs (e.g., *Yesterday she was wearing a raincoat.*) _____ Possessive pronouns (*his, her, their, our*) _____ Possessives (e.g., *This is the carpenter's hammer.*)

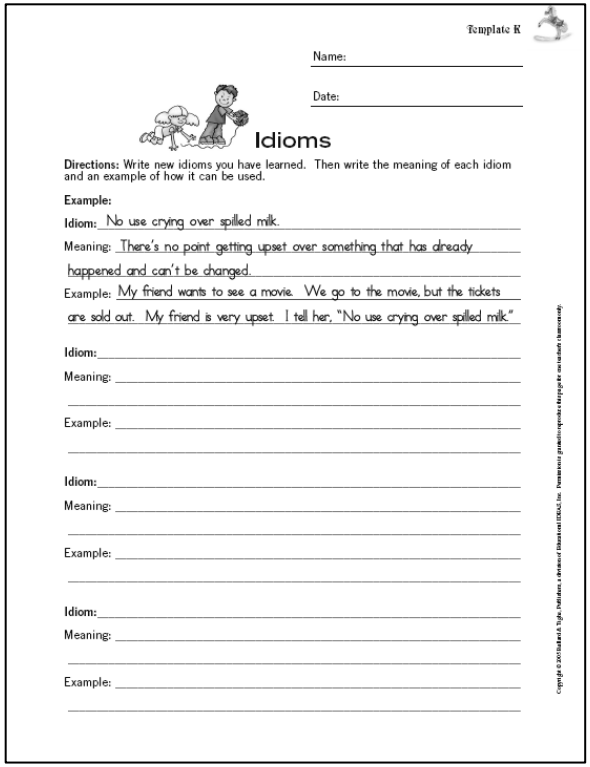
Intermediate Unit 5: The World Around Me	Intermediate Unit 6: My Environment	Early Advanced Unit 7: Settings and Situations	Advanced Unit 8: On the Go
Topics: _____ Chapter 1: *Transportation* _____ Chapter 2: *Calendar: Days of the Week* _____ Chapter 3: *Toys* _____ Chapter 4: *Animals: Wild* _____ Chapter 5: *Household Items* _____ Chapter 6: *Shapes*	**Topics:** _____ Chapter 1: *Transportation* _____ Chapter 2: *Calendar: Months* _____ Chapter 3: *Toys* _____ Chapter 4: *House: Parts* _____ Chapter 5: *Household Items* _____ Chapter 6: *Tools*	**Topics:** _____ Chapter 1: *Money* _____ Chapter 2: *Time: Clock* _____ Chapter 3: *Numbers: 101-1,000* _____ Chapter 4: *Animals: Marine* _____ Chapter 5: *Neighborhood*	**Topics:** _____ Chapter 1: *Occupations* _____ Chapter 2: *Calendar: Holidays, Seasons* _____ Chapter 3: *Time: Clock* _____ Chapter 4: *Animals: Wild*
Type of Language Produced: __Listening __Word __Sentence	**Type of Language Produced:** __Listening __Word __Sentence	**Type of Language Produced:** __Listening __Word __Sentence __Fluent	**Type of Language Produced:** __Listening __Word __Sentence __Fluent
Major Language Forms Introduced: _____ Comparatives (e.g., *taller than, as tall as*) _____ Conjunctions (*so, yet*) _____ Demonstrative pronouns (*this, that, these, those*) _____ Future tense verbs/contractions (e.g., *She will ride the train./I'll need two knives.*) _____ Object pronouns (*you, her, him, me, us, them*) _____ Possessive nouns (e.g., *Maria's diamond*) _____ Possessive pronouns (*mine, yours, hers, his, ours, theirs*) _____ Regular and irregular past tense statements/questions (e.g., *My aunt washed the dishes./What did he do?*) _____ "Wh" and "how many" questions (e.g., *Who has the soccer ball?/How many vehicles travel in the air?*)	**Major Language Forms Introduced:** _____ Adverbs (e.g., *quickly, very, always*) _____ Compound sentences (e.g., *Jeremy likes science, but he doesn't like music.*) _____ Conjunctions (*after, before, when*) _____ "How much" questions (e.g., *How much is the tricycle?*) _____ Modals (*could, should, would*) _____ Multiple adjectives (e.g., *That is a big, soft towel.*) _____ Positive questions (e.g., *Did you see snow in April?*) _____ Present perfect tense verbs (e.g., *He has been in his bedroom since last night.*) _____ Superlatives (e.g., *best, worst*) _____ Too + adjective (e.g., *too loud*)	**Major Language Forms Introduced:** _____ Adjectives with –ish or –y (e.g., *greenish, bumpy*) _____ Complex sentences (e.g., *The whale is a huge animal that lives in the ocean.*) _____ Conditional form (e.g., *If I have money, I will buy a new shirt.*) _____ Conjunctions (*both/and, either/or, neither/nor, not only/but also*) _____ Gerunds (e.g., *I like swimming.*) _____ Indefinite pronouns (*some/any/no/every + body/one/thing/where*) _____ Modals (*must, might*) _____ Negative questions (e.g., *Didn't they have $20 yesterday?*) _____ Past perfect tense verbs (e.g., *I had walked along that river when I was young.*) _____ Phrasal verbs (e.g., *Put down the starfish. Put the starfish down.*) _____ Reciprocal pronouns (e.g., *each other*) _____ Reflexive pronouns (e.g., *myself, ourselves*) _____ Too + adverb (e.g., *too fast*)	**Major Language Forms Introduced:** _____ Active v. passive voice (e.g., *The musician played the guitar. The guitar was played by the musician.*) _____ Adjective clauses (e.g., *A coyote is an animal that is active at night.*) _____ Adverb clauses (e.g., *She gets scared whenever she sees a lizard.*) _____ Conjunctive adverbs (*however, therefore*) _____ Modals (*ought to, would like to, would rather*) _____ Progressive, future, and conditional perfect tense verbs (e.g., *She has been studying English for six months./Next winter, I will have been living in Utah for 20 years./If we had lived on the Great Plains hundreds of years ago, we would have seen a lot of bison.*) _____ Quoted v. reported speech (e.g., *Maria said, "I am having dinner at half past six." Maria said she is having dinner at half past six.*) _____ Relative pronouns (*who, whom, whose, which, that*) _____ Tag questions (e.g., *You don't know what time it is, do you?*)

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

L.CCR.3 **Knowledge of Language** The CCSS call for students to: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	In *Carousel*, students use grammatical structures to perform a variety of actions and tasks such as asking and answering questions, expressing opinions, restating, comparing and contrasting, connecting ideas, and so forth. There are many varied opportunities in the program for students to use language in authentic and functional contexts to develop accuracy and fluency. For a full list of the language functions covered, see Appendix G of the Teacher's Guide.
L.CCR.4-6 **Vocabulary Acquisition and Use** The CCSS call for students to: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	 • Vocabulary is organized into themes that are spiraled through the program with each unit building on the previous. • Picture and word cards and thematic pictures put vocabulary into context. • Vocabulary instruction is explicit and there are many activities and tasks to reinforce and use vocabulary in social and academic contexts.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

- Students receive instruction on word parts, prefixes and suffixes, homophones and homographs, Latin root words, as well as strategies on analyzing and using context clues to understand unknown words.
- Literature selections incorporate the chapter's vocabulary in an authentic context.
- Students receive instruction in idiomatic language.



Template R

Name:

Date:

Idioms

Directions: Write new idioms you have learned. Then write the meaning of each idiom and an example of how it can be used.

Example:

Idiom: No use crying over spilled milk.

Meaning: There's no point getting upset over something that has already happened and can't be changed.

Example: My friend wants to see a movie. We go to the movie, but the tickets are sold out. My friend is very upset. I tell her, "No use crying over spilled milk."

Idiom: _____

Meaning: _____

Example: _____

Idiom: _____

Meaning: _____

Example: _____

Idiom: _____

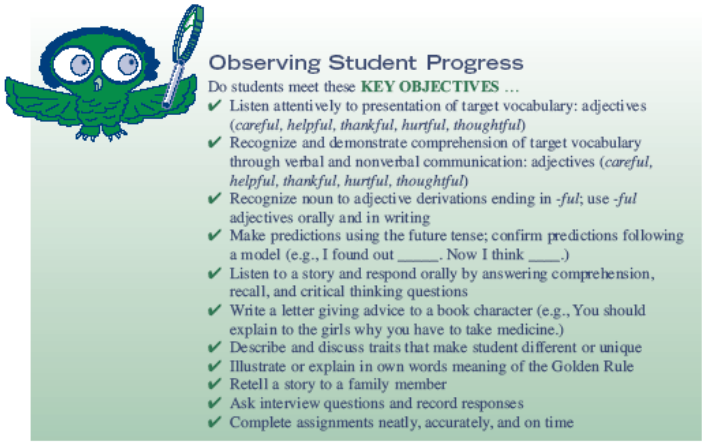
Meaning: _____

Example: _____

Copyright © 2010 Ballard & Tighe, Publishers a division of Educational IDEAS, Inc. Permission is granted to reproduce this page for use in the classroom only.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

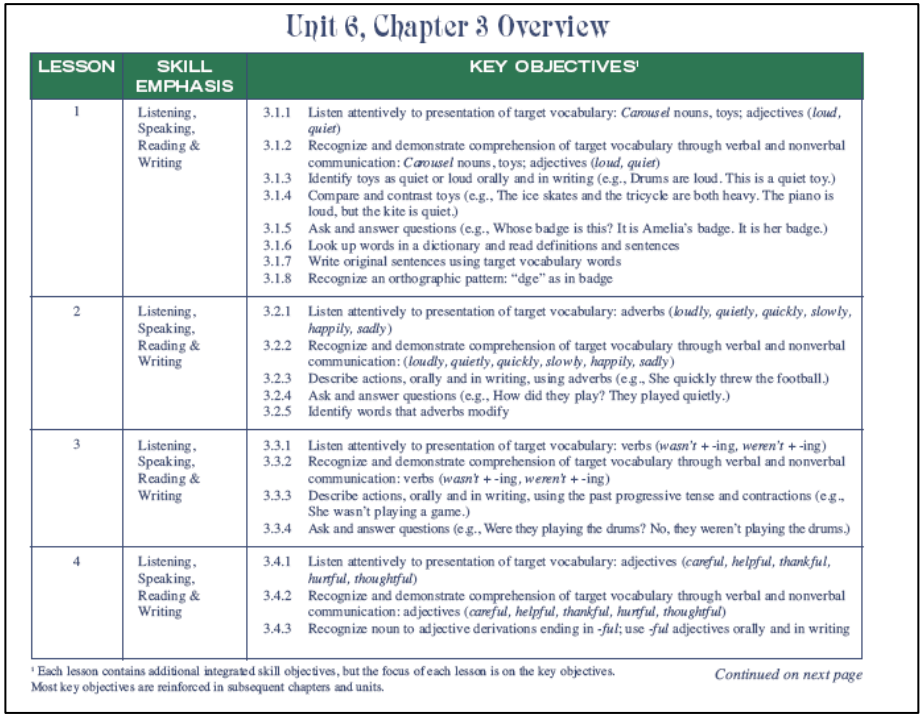
Carousel of IDEAS Assessment Overview

Assessment Purpose	Test Type
Placement	1. Use a formal language proficiency test (e.g., state ELP test, IPT Oral Test) OR 2. Use a *Carousel Tester* placement test OR 3. Use a *Carousel* listening and speaking performance-based evaluation in conjunction with a chapter pre-test *(see Carousel Teacher's Guide page 28 for details)*
Monitoring Progress	**"Observing Student Progress" Sections** ▪ Learning objectives for each lesson are listed at the end of the lesson to remind teachers to stop and evaluate students' progress ▪ Ask yourself, "Do students meet these key objectives?" ▪ If students did not grasp a concept presented, review and reinforce 
Formative Assessment	**Chapter Overviews & Evaluation Checklists** ▪ Found at the beginning of every chapter ▪ Outlines the learning objectives for each lesson in the chapter: Listening, Speaking, Reading, and Writing ▪ Use these objectives to track each student's progress and to measure how well students are meeting the objectives ▪ Available as reproducible blackline masters in the *Resource Book*

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

Portfolio Evaluation

- Students create and compile a portfolio of work they complete for each chapter
- Shows what students are doing well and areas that need attention
- Serve as a body of evidence to demonstrate that content standards have been met
- At the end of a chapter, students choose three pieces that demonstrate their best work
- Evaluate students' portfolio using Assessment Form 2 found in the *Resource Book*
- Portfolios are rated: Superior, Average, Below Average, and Fails to Meet Objectives



Unit 6, Chapter 3 Overview

LESSON	SKILL EMPHASIS	KEY OBJECTIVES[1]
1	Listening, Speaking, Reading & Writing	3.1.1 Listen attentively to presentation of target vocabulary: *Carousel* nouns, toys; adjectives (*loud, quiet*) 3.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: *Carousel* nouns, toys; adjectives (*loud, quiet*) 3.1.3 Identify toys as quiet or loud orally and in writing (e.g., Drums are loud. This is a quiet toy.) 3.1.4 Compare and contrast toys (e.g., The ice skates and the tricycle are both heavy. The piano is loud, but the kite is quiet.) 3.1.5 Ask and answer questions (e.g., Whose badge is this? It is Amelia's badge. It is her badge.) 3.1.6 Look up words in a dictionary and read definitions and sentences 3.1.7 Write original sentences using target vocabulary words 3.1.8 Recognize an orthographic pattern: "dge" as in badge
2	Listening, Speaking, Reading & Writing	3.2.1 Listen attentively to presentation of target vocabulary: adverbs (*loudly, quietly, quickly, slowly, happily, sadly*) 3.2.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: (*loudly, quietly, quickly, slowly, happily, sadly*) 3.2.3 Describe actions, orally and in writing, using adverbs (e.g., She quickly threw the football.) 3.2.4 Ask and answer questions (e.g., How did they play? They played quietly.) 3.2.5 Identify words that adverbs modify
3	Listening, Speaking, Reading & Writing	3.3.1 Listen attentively to presentation of target vocabulary: verbs (*wasn't* + -ing, *weren't* + -ing) 3.3.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: verbs (*wasn't* + -ing, *weren't* + -ing) 3.3.3 Describe actions, orally and in writing, using the past progressive tense and contractions (e.g., She wasn't playing a game.) 3.3.4 Ask and answer questions (e.g., Were they playing the drums? No, they weren't playing the drums.)
4	Listening, Speaking, Reading & Writing	3.4.1 Listen attentively to presentation of target vocabulary: adjectives (*careful, helpful, thankful, hurtful, thoughtful*) 3.4.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: adjectives (*careful, helpful, thankful, hurtful, thoughtful*) 3.4.3 Recognize noun to adjective derivations ending in *-ful*; use *-ful* adjectives orally and in writing

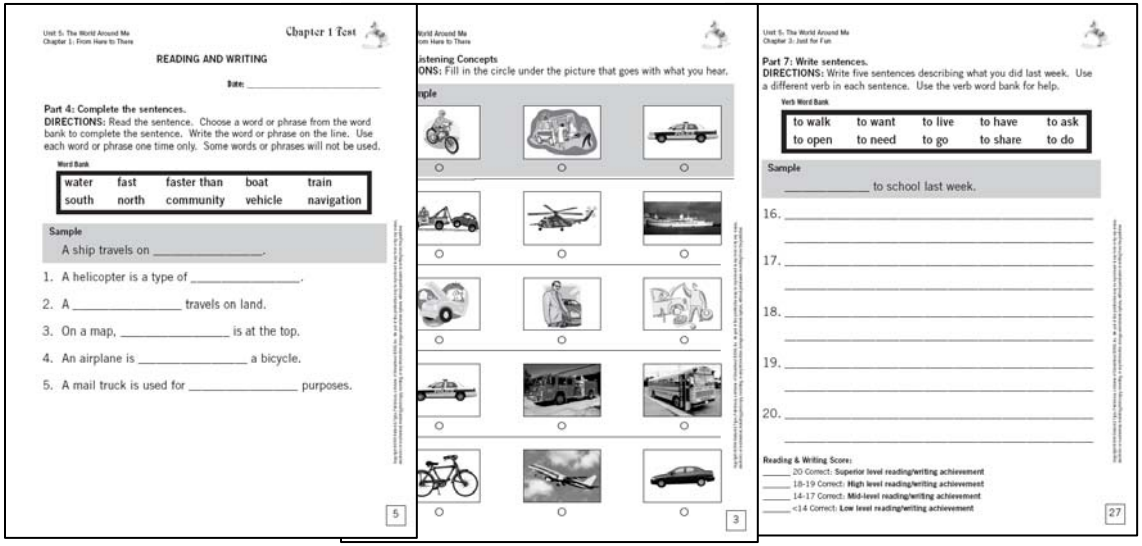
[1] Each lesson contains additional integrated skill objectives, but the focus of each lesson is on the key objectives. Most key objectives are reinforced in subsequent chapters and units.

Continued on next page

Unit Evaluation

- At the end of each unit, evaluate each student's overall performance for that unit
- Assess the following criteria:
  - Mastery of chapter objectives
  - Ability to work with others
  - Ability to work independently
  - Completion of assignments neatly, accurately, and on time
  - Listening & speaking performance evaluations
  - Reading & writing chapter tests
  - Portfolio evaluations
- Use Assessment Form 3 found in the *Resource Book*
- If student scores "superior" or "satisfactory" in all categories, move to the next unit. However, if the student scores "not satisfactory" in any category, provide additional instruction and practice to prepare him or her for the next unit

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.

	Language Progress Card ▪ Monitor and track student progress
Summative Assessment	**End-of-Chapter Testing** ▪ Option 1: Use the formal end-of-chapter tests in the *Carousel Testers* (grades 2-5) or the *Carousel Testers* (grades K-1). The *Carousel Tester* Examiner's Manuals provide information about test administration, scoring rules, answer keys, implications for instruction, and other helpful information.  Chapter 1 Test READING AND WRITING Date: _____ Part 4: Complete the sentences. DIRECTIONS: Read the sentence. Choose a word or phrase from the word bank to complete the sentence. Write the word or phrase on the line. Use each word or phrase one time only. Some words or phrases will not be used. Word Bank water fast faster than boat train south north community vehicle navigation Sample A ship travels on _____. 1. A helicopter is a type of _____. 2. A _____ travels on land. 3. On a map, _____ is at the top. 4. An airplane is _____ a bicycle. 5. A mail truck is used for _____ purposes. 5 Listening Concepts DIRECTIONS: Fill in the circle under the picture that goes with what you hear. 3 Part 7: Write sentences. DIRECTIONS: Write five sentences describing what you did last week. Use a different verb in each sentence. Use the verb word bank for help. Verb Word Bank to walk to want to live to have to ask to open to need to go to share to do Sample _____ to school last week. 16. _____ 17. _____ 18. _____ 19. _____ 20. _____ Reading & Writing Score: _____ 20 Correct: Superior level reading/writing achievement _____ 18-19 Correct: High level reading/writing achievement _____ 14-17 Correct: Mid-level reading/writing achievement _____ <14 Correct: Low level reading/writing achievement 27 **OR** ▪ Option 2: Use the informal end-of-chapter listening and speaking interview (outlined in the *Teacher's Guide*) and the reading and writing test in the *Resource Book*.

© 2012 Ballard & Tighe, Publishers, a division of Educational IDEAS, Inc.