

ALIGNMENT

2004 ARIZONA ENGLISH LANGUAGE LEARNER (ELL)

PROFICIENCY STANDARDS

and

THE *CAROUSEL OF IDEAS*[®] PROGRAM



The Carousel of IDEAS[®] (3rd Edition) program is a comprehensive language development program designed especially for English language learners.



PHONEMIC AWARENESS & DECODING

Standard: *The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.*

Beginning

The student will:

- Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as *k, l, m, n, p*).

Early Intermediate

The student will:

- Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as *libro* and *clase* or sentences such as *El libro esta en la clase* to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences).
- Distinguish spoken rhyming words from non-rhyming words.

Intermediate

The student will:

- Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as *th, ll, b*).
- Identify and produce rhyming words in response to an oral prompt.
- Identify the initial and final sounds (not letters) of a spoken word.
- Recognize and name **some** upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as *Ss, Pp, Cc*).

Early Advanced

The student will:

- Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.
- Move sequentially from sound to sound and represent the number and order of 2 and 3 isolated phonemes.
- Orally produce groups of words that begin with the same initial sound.
- Recognize and name **many** upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., *Dd*).

Advanced

The student will:

- Produce English graphemes represented by all the single-lettered consonants and vowels. (K R 1-3: PO3)
- Move sequentially from sound to sound and represent the number, order, and similarity or difference of 2 and 3 isolated phonemes. (K R 1-2: PO8)
- Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/makes man). (K R 1-2: PO4, PO5, PO6)
- Recognize and name **all** upper and lower case letters of the alphabet. (K R 1-3: PO1)
- Recognize that a new word is created when a specific letter is changed, added, or removed. (K R 1-3: PO2) (K R 1-2: PO1, PO2, PO3, PO7 handled in Beginning through Early Advanced levels.)

Carousel of IDEAS Program (K-5)

Full Match

VOCABULARY

Standard: *The student will acquire English language vocabulary and use it in relevant contexts.* (Some content also covered in Listening & Speaking)

Beginning

The student will:

- Comprehend and respond to greetings and leave-taking.
- Identify and sort a few common objects/pictures into basic categories (e.g., colors, foods, animals).
- Identify a few common signs, symbols, labels, and captions in the environment, including traffic signs.

Early Intermediate

The student will:

- Acquire and use simple vocabulary needed to:
 - Initiate and respond to greetings, courtesy, and leave-taking (e.g., *Hello, How are you? Thank you. You're welcome. See you later.*).
 - Communicate basic needs in social settings.
- Identify and sort some common objects into basic categories (e.g., colors, foods, animals).
- Identify some common signs, symbols, labels, and captions in the environment.

Intermediate

The student will:

- Acquire and use accurate, purposeful, yet restricted vocabulary needed to:
 - Ask and answer basic questions about personal information (e.g., name, age, address).
 - Give and follow simple directions and imperatives, including warnings.
 - Identify numbers for routine tasks such as telling time.
 - Count money (up to 20).
- Identify and sort many common objects into basic categories (e.g., colors, foods, animals).
- Identify many common signs, symbols, labels, and captions in the environment.

Early Advanced

The student will:

- Acquire and use accurate, natural, and somewhat varied vocabulary needed to:
 - Respond appropriately to most basic social interactions.
 - Communicate personal and survival needs and personal information about self and others.
 - Ask for and grant permission.
 - Express ability to do or not do something.
 - Retell familiar stories.
- Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common home, school, and classroom objects).
- Sometimes determine what words mean from how they are used in a sentence, heard or read.

Carousel of IDEAS Program (K-5)

Full Match

Advanced	<h1>Full Match</h1>
<p>The student will:</p> <ul style="list-style-type: none"> • Acquire and use precise, descriptive, and varied vocabulary needed to: <ul style="list-style-type: none"> • Respond appropriately to most basic social interactions. • Communicate personal and survival needs and personal information about self and others. • Ask for and grant permission. • Express ability and inability to do or not do something. • Retell familiar stories. (LS-R1) • Describe familiar objects, people, and events in both general and specific language. (K R 1-4: PO3) (K R 1-4: PO2; K R 3-2: PO2 are handled in Beginning through Early Advanced levels) • Often determine what words mean from how they are used in a sentence, heard or read. (K R 1-4: PO1) 	

<p>COMPREHENDING TEXT <i>Standard: The student will analyze text for expression, enjoyment, and response to other related content areas.</i></p>	<h1>Full Match</h1>
Beginning	
<p>The student will:</p> <ul style="list-style-type: none"> • Respond to stories dramatized or read to him or her by using a variety of physical actions (e.g., matching objects, pointing to an answer) and by drawing pictures. • Comprehend and follow simple 1-word written directions for classroom activities that are accompanied by picture cues. • Sometimes participate in choral reading by acting out its meaning. 	
Early Intermediate	
<p>The student will:</p> <ul style="list-style-type: none"> • Respond orally to stories dramatized or read to him or her by answering simple questions using isolated words or strings of 2-to 3-word responses. • Demonstrate an understanding of prediction and sequence by arranging a series of familiar pictures in sequence and occasionally using key words and physical actions. • Comprehend and follow simple 1-step (2- to 3-word) written directions for classroom activities that are accompanied by picture cues. • Often participate in choral reading by acting out its meaning. 	
Intermediate	
<p>The student will:</p> <ul style="list-style-type: none"> • Respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases. • Demonstrate an understanding of prediction and sequence by arranging a series of pictures in sequence and using key words and physical actions. • Comprehend and follow simple 1- to 2-step (2- to 5-word) written directions for classroom activities that are accompanied by picture cues. • Consistently participate in choral reading by acting out its meaning. 	

Early Advanced

The student will:

- Respond orally to stories read to him or her by answering factual comprehension questions using key words, short phrases, and some simple sentences.
- Identify basic sequences of events in stories read to him or her.
- Make predictions about content based on book title and illustrations.
- Comprehend and follow short 2- to 3-step written directions for classroom activities that are accompanied by picture cues.
- Restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support.
- **Sometimes** participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud.

Advanced

The student will:

- Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences. (K R 2-1: PO2)
- Retell a simple story, placing events in sequence. (K R 2-1: PO3; LS R-1)
- Make predictions about content based on book title, illustrations, and text.
- Comprehend and sequentially follow short 2- to 3-step written directions for classroom activities. (K R 3-2: PO1)
- Respond to basic comprehension questions about expository text read to him or her, using key words, phrases, and simple sentences. (K R 3-1: PO1, PO2, PO3)
- **Consistently** participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry are read aloud. (K R 2-1: PO1)

Full Match

ELL II (Correlated to the Foundations level for 3rd grade)

PRINT CONCEPTS

Standard: *The student will demonstrate understanding of print concepts of the English language.*

Beginning

The student will:

- Identify letters, words, and sentences.

Early Intermediate

The student will:

- Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).

Intermediate

The student will:

- Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).
- Alphabetize a series of words to the **first** letter.

Early Advanced

The student will:

- Identify a few organizational features (e.g., title, author, and table of contents) of a book.
- Alphabetize a series of words to the **second** letter.

Advanced

The student will:

- Identify some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (3 R 3-1: PO3) (3R 1-1: PO2 handled in Intermediate level.)
- Alphabetize a series of words to the **third** letter. (3R 1-1: PO1)

Carousel of IDEAS Program (K-5)

Full Match

PHONEMIC AWARENESS & DECODING

Standard: *The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.*

Beginning

The student will:

- Distinguish initial (e.g., *s/ a/ t*), medial (e.g., *s/ a/ t*), and final sounds (e.g., *s/ a/ t*) in single-syllable words.
- Pronounce a **few**¹ English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as */m/, /n/, /p/*).

¹ Interaction from a student's first language phonology will guide which graphemes will be most easily pronounced with general accuracy. For example, a child whose first language is Spanish may read "speak" as "espeak" for awhile.

- Recognize a **few** (3 to 4) common high frequency sight words.

Carousel of IDEAS Program (K-5)

Full Match

<p>Early Intermediate</p> <p>The student will:</p> <ul style="list-style-type: none"> • Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., <i>an, man</i>). • Pronounce some English graphemes with general accuracy while reading aloud. • Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change <i>hat</i> to <i>cat, pan</i> to <i>an</i>). • Segment spoken phonemes contained in one-syllable words of 2 to 5 phoneme sounds into individual phoneme sounds (e.g., <i>s/ p/ l/ a/ t = splat; r/ i/ ch = rich</i>). • Recognize some (5 to 25) common high frequency sight words. • Occasionally identify the words that comprise compound words (e.g., <i>popcorn, sailboat, classroom</i>) and contractions (e.g., <i>haven't, aren't</i>). • Occasionally use knowledge of word order (syntax) and context to confirm decoding. 	<h1 style="color: red;">Full Match</h1>
<p>Intermediate</p> <p>The student will:</p> <ul style="list-style-type: none"> • Blend 2 to 4 phonemes orally into recognizable words (e.g., <i>c/ a/ t = cat; fl/ a/ t = flat</i>). • Pronounce many English graphemes with general accuracy while reading aloud. • Generate a series of rhyming words, including consonant blends. • Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., <i>tiger</i> makes <i>t/ i/ g/ e/ r</i>). • Recognize many (26 to 50) common high frequency sight words. • Use knowledge of inflectional endings (e.g., <i>-s, -ed, -ing</i>) to identify base words (e.g., <i>look, looks, looked, looking</i>). • Sometimes identify the words that comprise compound words and contractions. • Recognize and use knowledge of a few spelling patterns such as consonant blends, <i>consonant digraphs</i> (e.g., <i>th, sh, ck</i>) and <i>vowel digraphs</i> and <i>diphthongs</i> (e.g., <i>ea, ie, ee</i>) when reading. • Sometimes read common abbreviations. • Sometimes use knowledge of word order (syntax) and context to confirm decoding. 	
<p>Early Advanced</p> <p>The student will:</p> <ul style="list-style-type: none"> • Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words. • Pronounce most English graphemes with general accuracy while reading aloud. • Comprehend that as letters or words change, so do the sounds. • Orally segment multi-syllable words into syllables and count the number of sounds in syllables and syllables in words. • Recognize many (51 to 75) common regular and irregular sight words (e.g., <i>the, have, said, of</i>). • Read inflectional forms of words, including irregular plurals (e.g., <i>wife/wives</i>). • Often use knowledge of base words to identify and read compound words and contractions. • Recognize and use knowledge of some spelling patterns (e.g., inflectional endings; <i>orthographic patterns</i> and rules such as <i>oil/toy, match/speech, badge/cage</i>; contractions) when reading. • Often read common abbreviations. • Often use knowledge of word order (syntax) and context to confirm decoding. 	

<p>Advanced</p>	<h1>Full Match</h1>
<p>The student will:</p> <ul style="list-style-type: none"> • Generate sounds from all letters and letter patterns, including consonant blends and long-and short-vowel patterns (phonograms) and blend those sounds into recognizable words. (3R 1-3: PO1) • Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud. • Demonstrate command of sound/symbol relationships and basic word formation rules in phrases, simple sentences, or simple text. (3R 1-3: PO1) • Apply knowledge of basic syllabication rules when reading (e.g., <i>sup/ per, fam/ i/ ly, mul/ ti/ pli/ ca/ tion</i>). (3R 1-3: PO2) • Develop basic sight vocabulary (76 to 100 words). (3R 1-3: PO5) • Read words from common word families (e.g., <i>-ite, -ate</i>). (3R 1-3: PO3) • Consistently use knowledge of base words to identify and read compound words and contractions. • Recognize and use knowledge of many spelling rules when reading. (e.g., drop the final <i>e</i> when adding endings, doubling consonants, changing <i>y</i> to <i>I</i>, words ending in <i>-tion</i> and <i>-sion</i>, regular phonogram patterns). (3R 1-3: PO3) • Consistently read common abbreviations. (3R 1-3: PO4, 3R 1-4: PO3) • Consistently use knowledge of word order (syntax) and context to confirm decoding. (3R 1-3: PO6) 	

<p>VOCABULARY</p> <p><u>Standard:</u> <i>The student will acquire English language vocabulary and use it in relevant contexts.</i> (Some content also covered in Listening & Speaking)</p>	<p><u>Carousel of IDEAS Program (K-5)</u></p> <h1>Full Match</h1>
<p>Beginning</p> <p>The student will:</p> <ul style="list-style-type: none"> • Acquire and use accurate, but limited, vocabulary needed to: <ul style="list-style-type: none"> • Respond appropriately to most common social interactions. • Communicate personal and survival needs. • Provide and comprehend cautions and warnings. • Indicate problems in communicating in a number of ways (e.g., <i>I don't understand</i>). • Recognize that 2 words can make a compound word (e.g., <i>lunchtime, daydream, everyday</i>). • Comprehend (point, label, name) with the aid of picture cues a few simple content-area words. • Recognize with the aid of picture cues the meaning of common antonyms and synonyms. 	

Early Intermediate

The student will:

- Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to:
 - Use classroom language (e.g., *How do you spell...?*; *Please repeat that.*; *Is this correct?*).
 - Attract attention to a situation (e.g., *Help me, please*; *Excuse me*).
 - Ask for and grant permission.
 - Express ability to do or not do something.
 - Give and follow 1-to 2-step commands.
- **Occasionally** determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.
- Comprehend (point, label, name) with the aid of picture cues some simple content-area words.
- Recognize the meaning of a **few** common prefixes (e.g., *un-*, *re-*, *dis-*) and suffixes (e.g., *-ful*, *-ly*, *-less*) when attached to known vocabulary.
- **Occasionally** recognize the meaning of common antonyms and synonyms (e.g., *beginning/end*; *start/finish*) in stories or games.
- Use personal dictionary or word walls with pictures to find the meaning of known vocabulary.

Intermediate

The student will:

- Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to:
 - Indicate comprehension of a given situation.
 - Express likes, dislikes, wants, and feelings.
 - Give and receive invitations and apologies.
 - Describe familiar events, routines, problems, situations.
 - State similarities and differences in objects people, and events.
 - Agree and disagree with others.
 - Give and follow multiple step directions.
 - Comprehend content area words.
- **Sometimes** determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.
- Comprehend (point, label, name) with the aid of picture cues many simple content-area words and a few, more complex words.
- Recognize the meaning of **some** common prefixes and suffixes when attached to known vocabulary.
- **Sometimes** recognize the meaning of common antonyms and synonyms in stories or games.
- Know what homophones are (e.g., *here, hear*; *to, too, two*; *hole, whole*).
- Know what idiomatic expressions are (e.g., *last straw, cold feet, in hot water*).
- Use picture dictionary to find the meanings of known vocabulary.

Full Match

Early Advanced

The student will:

- Acquire and use accurate, natural, and varied vocabulary needed to:
 - Indicate comprehension of a given situation.
 - Express likes, dislikes, wants, and feelings.
 - Give and receive invitations and apologies.
 - Describe familiar events, routines, problems, situations.
 - State similarities and differences in objects, people, and events.
 - Agree and disagree with others.
 - Give and follow multiple step directions.
 - Comprehend content area words.
- **Often** determine the meaning of compound words, using knowledge of the 2 words that make up a compound word.
- Comprehend (name, use, define) some content-area words that are more complex, using knowledge of word order and context to confirm meaning.
- Recognize the meaning of **many** common prefixes and suffixes to determine the meaning of unfamiliar words.
- **Often** recognize the meaning of common antonyms and synonyms in stories or games.
- Know correct usage of a few problematic homophones (e.g., *wear, where; bear, bare*).
- Demonstrate understanding of a few grade-appropriate idiomatic expressions (e.g., *raining cats and dogs, fish out of water*).
- Use picture dictionary to find the meanings of unknown vocabulary.

Full Match

<p>Advanced</p> <p>The student will:</p> <ul style="list-style-type: none"> • Acquire and use precise, descriptive, and wide-ranging vocabulary needed to (LS-F1): <ul style="list-style-type: none"> • indicate comprehension of a given situation. • express likes, dislikes, wants, and feelings. • give and receive invitations and apologies. • describe familiar events, routines, problems, situations. • state similarities and differences in objects, people, and events. • agree and disagree with others. • give and follow multiple step directions. (LS-F2) • comprehend content area words. • Consistently use structural cues to recognize words and their meanings (e.g., compounds, base words, contractions and inflections). (3 R 1-4: PO1, PO2, PO4, PO5) • Comprehend (name, use, define) many content-area words that are more complex, using knowledge of word order and context to confirm meaning. (3 R 1-3: PO6) • Recognize the meaning of most common prefixes and suffixes to determine the meaning of unfamiliar words. (3 R 1-4: PO1, PO2) • Consistently recognize the meaning of common antonyms and synonyms in stories and games. (3 R 1-4: PO6) • Know correct usage of some problematic homophones (e.g., <i>there, their, they're; your, you're</i>). (3 R 1-4: PO6) • Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., <i>touch and go; on its last legs</i>). • Use a standard dictionary to find the meanings of unknown vocabulary; comprehend what kinds of information a dictionary contains. (3 R 1-4: PO7) 	<h1>Full Match</h1>
---	---------------------

<p>FLUENCY</p> <p><u>Standard:</u> <i>The student will read with fluency and accuracy.</i></p> <p>Beginning</p> <p>The student will:</p> <ul style="list-style-type: none"> • Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). <p>Early Intermediate</p> <p>The student will:</p> <ul style="list-style-type: none"> • Read aloud short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). • Occasionally read grade level text with at least 90 percent accuracy. <p>Intermediate</p> <p>The student will:</p> <ul style="list-style-type: none"> • Occasionally read aloud familiar grade level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation). • Sometimes read grade level text with at least 90 percent accuracy. 	<p><u>Carousel of IDEAS Program (K-5)</u></p> <h1>Good Match</h1>
---	--

Early Advanced

The student will:

- Describe characters, setting, plot, and narrator of a story, heard or read.
- Identify rhyme, rhythm, and repetition in poetry.
- Relate the “gist” of expository or functional text read independently, although some rereading and clarification is needed.
- Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., schedules, maps pamphlets).
- Relate information and events in a reading selection to life experiences and relate life experiences to the text.
- Comprehend and follow up to 5-step written directions for classroom activities.

Advanced

The student will:

- Compare characters, setting, plot, and narrator of two stories. (3R 2-1: PO1, PO5)
- Identify rhyme, rhythm, repetition, and sensory images in poetry. (3R 2-1: PO6) (3R 2-1: PO2, PO3, PO4; other parts of 3R 3-2: PO4 handled in Beginning through Early Advanced levels)
- Identify the main ideas and supporting details of expository or functional text read independently, with only minor rereading and clarification needed. (3 R 3-1: PO1, 3R 3-2: PO4)
- Locate various facts in response to questions about basic, short text, read independently, with only minor rereading and clarification needed. (3R 1-5: PO3, PO4; 3R 3-1: PO2; 3R 3-2: PO4) (3R 3-1: PO5 is handled in earlier levels)
- Connect information and events in reading selections to experience and to related text and sources. (3R 1-6: PO6)
- Comprehend, follow, and evaluate a set of written multi-step directions for classroom activities. (3R 3-2: PO1, PO2, PO3)
- Distinguish fact from opinion in persuasive text (e.g., ads, product labels) and identify words intended to influence readers. (3R 3-2: PO1, PO2) (3R 1-6: PO1, PO2 handled in Beginning through Early Advanced levels)

Good Match

ELL III (Correlated to the Essentials level for 5 th grade)
PHONEMIC AWARENESS & DECODING
Standard: <i>The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.</i>
Beginning
The student will: • Recognize, decode, and correctly pronounce most English phonemes while reading aloud.
Early Intermediate
The student will: • Recognize many common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).
Intermediate
The student will: • Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).
Early Advanced
The student will: • Use common English morphemes in oral and silent reading to derive meaning from text.
Advanced
The student will: • Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

Carousel of IDEAS Program (K-5)

Fair Match

VOCABULARY
Standard: <i>The student will acquire English language vocabulary and use it in relevant contexts.</i>
Beginning
The student will: • Acquire and use accurate, but limited, vocabulary needed to: • Use common classroom language and indicate comprehension of a given situation. • Give and receive invitations and apologies. • Express ability or inability to do or not do something. • Give and follow multiple step directions/commands. • Comprehend content area words. • Recognize some common roots and affixes when attached to known vocabulary (e.g., <i>wonderful, washable, pre-game, misbehavior</i>). • Recognize that words sometimes have multiple meanings (e.g., <i>present: gift, time</i>). • Use picture dictionary to find the meanings of known vocabulary.

Carousel of IDEAS Program (K-5)

Fair Match

Early Intermediate

The student will:

- Acquire and use accurate, but ordinary and somewhat limited, vocabulary needed to:
 - Discuss personal experiences and common, everyday matters.
 - Describe events, routines, problems, situations.
 - State similarities and differences in objects, people, and events.
 - Agree and disagree with others.
 - Express likes, dislikes, wants, and feelings.
 - Comprehend content area words.
- Use knowledge of root words (e.g., *like, pay, or happy*) and affixes (e.g., *dis-, pre-, un-*) to determine the meaning of a few unknown grade-level words.
- Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues.
- Use picture dictionary to determine meanings of a few unknown words.
- Recognize the difference between figurative and literal language (e.g., *break the ice, bury the hatchet*).

Intermediate

The student will:

- Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to:
 - Ask for and give advice, suggestions, permission, reminders.
 - Describe past routines, situations, events.
 - Propose hypothetical events and situations.
 - State intentions, possibilities, and probabilities.
 - Comprehend content area words.
 - Find another way to say something (e.g., circumlocution, synonyms).
- Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words.
- Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues.
- Use picture dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).
- Recognize simple analogies and similes in literature and texts in content areas (e.g., *fly like a bird*).

Early Advanced

The student will:

- Acquire and use accurate, natural, and varied vocabulary needed to:
 - Ask for and give advice, suggestions, permission, reminders.
 - Describe past routines, situations, events.
 - Propose hypothetical events and situations.
 - State intentions, possibilities, and probabilities.
 - Comprehend content area words.
 - Find another way to say something (e.g., circumlocution, synonyms).
- Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words.
- Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues.
- Use standard dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).
- Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., *Give me a hand, scared silly, piece of cake*).

Fair Match

Advanced

The student will:

- Acquire and use accurate, precise, and extensive vocabulary needed to:
 - Ask for and give advice, suggestions, permission, and reminders.
 - Describe past routines, situations, and events.
 - Propose hypothetical events and situations.
 - State intentions, possibilities, and probabilities.
 - Comprehend content area words.
 - Find another way to say something (e.g., circumlocution, synonyms).
- Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words. (5R 1-4: PO1)
- Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues. (5R 1-4: PO2)
- Use multiple reference aids, including a thesaurus, a synonym/antonym finder, a dictionary, and software to clarify word meanings and usage. (5R 1-4: PO5, PO6)
- Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., *Make a mountain out of a molehill*, *Scratching at the window with claws of pine*, *the wind wants in.*” *Imogene Bolls*, *“Coyote Wind”*). (5R 1-4: PO3, PO4)
- Identify antonyms, synonyms, and *homographs* for given words within text. (5R 1-4: PO6)

Fair Match

FLUENCY

Standard: *The student will read with fluency and accuracy.*

Beginning

The student will:

- Read aloud familiar passages in ways that both reflect understanding of the text and engage the listeners.

Early Intermediate

The student will:

- **Occasionally** read aloud in selected **grade level** texts in ways that both reflect understanding of the text and engage the listeners.

Intermediate

The student will:

- **Sometimes** read aloud in **grade level** selected texts in ways that both reflect understanding of the text and engage the listeners.

Early Advanced

The student will:

- **Often** read aloud in **grade level** selected texts in ways that both reflect understanding of the text and engage the listeners.

Advanced

The student will:

- **Consistently** read aloud in **grade level** selected texts in ways that both reflect understanding of the text and engage the listeners.

Carousel of IDEAS Program (K-5)

Fair Match

COMPREHENDING TEXT

Standard: *The student will analyze text for expression, enjoyment, and response to other related content areas.*

Beginning

The student will:

- Identify the basic sequence of events and make relevant predictions about stories.
- Create a simple table or chart that shows the characteristics of one form of literature (poetry, fiction, non-fiction).
- Identify main ideas and key details of text.
- Comprehend and follow up to 5-step written directions for classroom activities.

Early Intermediate

The student will:

- Paraphrase main points of a story that includes a scenario.
- Create a simple table or chart that shows the characteristics of two form of literature (poetry, fiction, non-fiction).
- Identify the main ideas, key words, and important details in short text on a familiar topic.
- Distinguish cause from effect in text.
- Comprehend and follow a short set of written instructions on routine procedures.

Intermediate

The student will:

- Identify the components and main problem or conflict of a plot and its resolution.
- Create a simple table or chart that shows the characteristics of the following forms of literature (poetry, fiction, non-fiction).
- Identify the main ideas, key words, and important details in text that requires some level of inference.
- Identify stated cause and effect relationships in text.
- Comprehend and follow a set of written multi-step instructions on routine procedures.
- Distinguish facts from opinion in common persuasive text (e.g., ads, product labels).
- Access and locate information through table of contents, indexes, and glossaries.

Early Advanced

The student will:

- Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.
- Identify the structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).
- Identify the purpose, main ideas, key words, and important details in text that requires some level of inference.
- Identify stated or implied cause and effect relationships in text.
- Comprehend and follow a set of written multi-step instructions to perform routine procedures or answer questions.
- Identify persuasive words in text used to influence readers' opinions and actions.
- Access and locate information through table of contents, indexes, glossaries, titles, and headings.

Carousel of IDEAS Program (K-5)

Fair Match

<p>Advanced</p> <p>The student will:</p> <ul style="list-style-type: none"> • Compare and contrast the plot, setting, characters, narration, theme, and author’s techniques in a story to another selection and to the reader’s experiences. (5 R 2-1: PO1-PO7) • Describe meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse) and fiction (e.g., novel, short story, essay, science fiction, fable). (5R 2-1: PO8, PO9) • Draw valid conclusions about the purpose and main ideas of text and the author’s position regarding the subject of that text. (5R 3-1: PO1, PO8; 5R 3-3 PO1) • Compare and contrast elements in reading selections about the same topic. (5R 3-1: PO9) • Comprehend and follow a set of written multi-step instructions to perform routine procedures, answer questions, or solve problems. (5R 3-2: PO2) • Identify the intended effect of persuasive words and strategies to influence readers’ opinions and actions. (5R 3-3: PO2, PO3) • Access and locate specific information from informational and functional text by using organizational features of text, including contents, indexes, glossaries, titles, headings, captions, and key words. (5R 3-1: PO4; 5R 3-2: PO1) (5R 3-1: PO2, PO3, PO7 handled in Beginning through Early Advanced levels.) 	<h1 style="color: red;">Fair Match</h1>
---	---

<p>ELL IV (Correlated to the Essentials level for 8th grade)</p>	<p><u>Carousel of IDEAS Program (K-5)</u></p> <p style="color: red; font-weight: bold;">Fair to No Match</p>
<p>ELL V (Correlated to the Proficient level for 12th grade)</p>	<p><u>Carousel of IDEAS Program (K-5)</u></p> <p style="color: red; font-weight: bold;">No Match</p>

WRITING	Carousel of IDEAS Program (K-5) Full Match
ELL I (Correlated to the Readiness level for Kindergarten)	
WRITING APPLICATIONS	
Standard: <i>The student will express in writing his or her own thinking and ideas.</i>	
Beginning	
The student will: • Respond with drawings to stories dramatized or contextualized by the teacher.	
Early Intermediate	
The student will: • Relate short messages by drawing, by using imitative writing, or by writing key, self-selected words.	
Intermediate	
The student will: • Relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.	
Early Advanced	
The student will: • Relate messages and short stories by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words.	
Advanced	
The student will: • Relate messages and short stories by writing one to two simple sentences using key words that are posted and commonly used in the classroom. (W-R1: PO1 -PO3)	

STANDARD ENGLISH CONVENTIONS	Carousel of IDEAS Program (K-5) Full Match
Standard: <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>	
Beginning	
The student will: • Write, with support, 1 to 5 letters of the alphabet. • Write, with support, his or her first name.	

Early Intermediate	
The student will: <ul style="list-style-type: none"> • Write, with support, 5 to 10 letters of the alphabet legibly. • Independently and legibly write 1 to 5 letters of the alphabet. • Write, with support, the date. • Occasionally write letters of given sounds. • Write his or her first name. 	
Intermediate	
The student will: <ul style="list-style-type: none"> • Write, with support, 11 to 16 letters of the alphabet legibly. • Independently and legibly write 6 to 8 letters of the alphabet. • Write, with support, 2 to 3 words posted and commonly used in the classroom. • Sometimes write letters of given sounds. • Write self-selected key words. • Sometimes organize writing from left to right and top to bottom. 	
Early Advanced	
The student will: <ul style="list-style-type: none"> • Write, with support, 17 to 22 letters of the alphabet legibly. • Independently and legibly write 7 to 10 letters of the alphabet. • Write, with support, 4 to 6 words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences. • Often write letters of given sounds. • Write his or her first and last name. • Often organize writing from left to right and top to bottom. 	
Advanced	
The student will: <ul style="list-style-type: none"> • Copy all of the letters of the alphabet legibly. (W-R3: PO1) • Independently and legibly write 15 to 16 of the letters of the alphabet. • Write, with support, 7 or more words posted and commonly used in the classroom, printing legibly, and spacing letters, words, and sentences. (W-R2: PO1) • Consistently apply letter-sound relationships to spell simple (CVC) words. (W-R2: PO1) • Write his or her first and last name and the names of family members. • Consistently organize writing from left to right and top to bottom. 	

Full Match

ELL II (Correlated to the Foundations level for 3rd grade)

WRITING APPLICATIONS

Standard: *The student will express in writing his or her own thinking and ideas.*

Beginning

The student will:

- Write 2 to 3 word phrases and simple sentences using key words that are posted and commonly used in the classroom.

Early Intermediate

The student will:

- Write a **few** familiar 3 to 4 word phrases about an event or character from a story dramatized or contextualized by the teacher.

Intermediate

The student will:

- Write **several** 3 to 4 word phrases and simple sentences about a personal experience generated from a group story.
- Report events sequentially using a topic sentence and concluding statement.

Early Advanced

The student will:

- Write 4 to 6 word simple sentences about events or characters from familiar stories read by the teacher.
- Report events sequentially using a topic sentence, transitional words, and concluding statement.
- Write a friendly letter that is organized and uses a proper format (e.g., heading, greeting, closing, addresses).

Advanced

The student will:

- Use the writing process to write short personal experience narratives, friendly letters, and informational reports that are distinguished by: (W-F1, W-F3, W-F4, W-F6)
 - The development of main idea that contains some supporting details.
 - An organization that has an identifiable beginning, middle, and ending, and places information in sensible order.
 - A voice appropriate for audience and purpose.
 - Word choices that are accurate and understandable to audience.
 - Varied simple sentences that flow smoothly.

Carousel of IDEAS Program (K-5)

Full Match

STANDARD ENGLISH CONVENTIONS

Standard: *The student will identify, describe, and apply conventions of standard English in his or her communications.*

Beginning

The student will:

- Produce independent writing that controls for directionality (left to right, top to bottom), is written legibly, and leaves spaces between words.
- Independently and legibly write 17 to 20 of the letters (upper case and lower case) of the alphabet.
- **Occasionally** accurately write, with support, time, addresses, names, numbers, and prices.
- In informal writing, use phonetic spellings, with the beginning phoneme correctly represented most of the time.

Early Intermediate

The student will:

- Produce independent writing that uses basic English conventions outlined in the Advanced Level with many errors that may confuse the reader.
- Independently write all uppercase and lowercase letters, attending to form and spatial alignment.
- **Sometimes** accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.
- In informal writing, use phonetic spellings, with the beginning and final phonemes correctly represented most of the time.

Intermediate

The student will:

- Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors and difficulty in naturalness of expression.
- **Often** accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.
- In informal writing, use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time.

Early Advanced

The student will:

- Produce independent writing that uses basic English conventions outlined in the Advanced Level with some errors, although the errors do not interfere with communication.
- **Consistently** accurately write, with support, numbers, letters, words, short phrases, and sentences for personal use or to complete short writing tasks.
- Recognize and use knowledge of some spelling patterns (e.g., inflectional endings, orthographic patterns and rules, contractions) when writing.

Carousel of IDEAS Program (K-5)

Full Match

ELL III (Correlated to the Essentials level for 5th grade)

WRITING APPLICATIONS

Standard: *The student will express in writing his or her own thinking and ideas.*

Beginning

The student will:

- Use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by:
 - Topics and ideas that are broad and simplistic.
 - Marginally recognizable internal structures or organization.
 - A voice that produces little reaction in the reader and reads more like a report.
 - Word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say.
 - Little variation in sentence types and a significant number of awkward or rambling constructions.

Early Intermediate

The student will:

- Use the writing process to write personal narratives or letters on familiar topics up to 2 paragraphs distinguished by:
 - Identifiable main ideas although not defined meaningfully.
 - Recognizable introduction and conclusion although ideas not always sequenced meaningfully.
 - A voice that is rather mechanical.
 - Word choices that are accurate yet lack variety.
 - Satisfactory control over simple sentence structures.

Intermediate

The student will:

- Use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by:
 - Identifiable main ideas that contains general supporting details.
 - Simple organization with some relationship among ideas present and lapses in sequencing and use of transitions.
 - A voice that shows a developing awareness of audience (limited commitment to the topic).
 - Ordinary, generic word choices (some misuse of word choice).
 - Repetitive sentence patterns (occasional attempt at more complex structures).

Early Advanced

The student will:

- Use the writing process to create essays and formal communications of up to 3 paragraphs in various genres (expository, narrative, research) distinguished by:
 - Clear main ideas that address a purpose and contain some supporting details.
 - An organization that moves the reader through the sentences with little confusion.
 - A voice that is sincere and aware of audience and purpose.
 - Accurate word choices appropriate to topic and audience.
 - Some variety in sentence length and structure (limited control of complex sentences).

Carousel of IDEAS Program (K-5)

Good Match

Advanced	<h1>Good Match</h1>
<p>The student will:</p> <ul style="list-style-type: none"> • Use the writing process to create essays and formal communications of up to 4 paragraphs in various genres (expository, narrative, research) distinguished by: (W-E1: PO5; W-E2; W-E3; W-E4; W-E5; W-E6; W-E7) <ul style="list-style-type: none"> • Clear and focused main ideas that include relevant supporting details. • An organization that enhances the central ideas with logical sequencing. • An individual, engaging voice appropriate to audience and purpose (commitment to the topic). • Varied, descriptive word choices that adequately convey meaning. • Variety in sentence length, structure, and complexity. 	

<p>STANDARD ENGLISH CONVENTIONS <i>Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<h1>Good Match</h1>
Beginning	
<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II. 	
Early Intermediate	
<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with many errors that often impede communication. 	
Intermediate	
<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with some errors that occasionally impede communication. 	
Early Advanced	
<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-II) with occasional errors that rarely impede communication. 	
Advanced	
<p>The student will:</p> <ul style="list-style-type: none"> • Produce independent writing that uses the following English conventions with minor errors that do not impede communication: <ul style="list-style-type: none"> • Verbs (irregular past, present perfect, present perfect progressive, present real conditional, habitual past). (E-W1: PO4) • Punctuation (sentence endings, commas, quotations, apostrophes). (W-E1: PO2) • Capitalization (titles, proper nouns, sentence beginnings, abbreviations). (W-E1: PO3) • Standard grammar and usage (subject-verb agreement, simple/compound sentences, correct verb tense, irregular plurals, various pronouns). (W-E1:PO4) • Differences between colloquial and written language and complete and incomplete sentences; and, • Correct spelling. (W-E1: PO1) 	

LISTENING AND SPEAKING

ELL I (Correlated to the Readiness level for Kindergarten)

DELIVERY OF ORAL COMMUNICATIONS

Standard: *The student will express orally his or her own thinking and ideas.*

Beginning

The student will:

- Respond to greetings with simple words, gestures, and other nonverbal behavior.
- Use gestures to communicate basic needs (e.g., points toward door when needing to go to the restroom).
- Identify by name a few familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).

Early Intermediate

The student will:

- Use common social greetings and simple repetitive phrases using isolated words or strings of 2- to 3-word responses (e.g., *Hello. How are you? Thank you. You're welcome.*)
- Use more utterances accompanied by gestures to indicate basic needs (e.g., says "bathroom" while pointing toward the door).
- Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).
- Recite simple, familiar rhymes and songs with expressive phrasing and intonation.

Intermediate

The student will:

- Respond to and initiate greetings, courtesy, and leave-taking, and provide basic personal information related to the context of the conversation with key words and short phrases (e.g., name, address, age).
- Communicate in a limited way some basic immediate personal and survival needs without necessarily using purposeful, yet restricted, vocabulary (e.g., *I'm hungry.*)
- Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, common school, classroom, and home objects).
- Recite familiar rhymes, songs, and stories with clear, audible, and expressive phrasing and intonation.

Early Advanced

The student will:

- Respond appropriately to most social interactions, including introducing self, asking about the other, and responding to questions about personal information, using phrases and some simple sentences.
- Communicate immediate personal and survival needs, using accurate and somewhat varied vocabulary.
- Describe immediate surroundings, such as classroom, school, or home.
- Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.

Carousel of IDEAS Program (K-5)

Full Match

Advanced	<h1>Full Match</h1>
<p>The student will:</p> <ul style="list-style-type: none"> • Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and simple sentences. (LS-R3, LS-R5) • Communicate immediate and future personal and survival needs, using precise, descriptive, and varied vocabulary. • Describe familiar objects, people, and events with both general and more specific words and phrases. • Retell simple stories in a logical sequence, using expressive phrasing. (LS-R1) 	

<p>STANDARD ENGLISH CONVENTIONS <i>Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<h1>Full Match</h1>
Beginning	
<p>The student will:</p> <ul style="list-style-type: none"> • Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning. 	
Early Intermediate	
<p>The student will:</p> <ul style="list-style-type: none"> • Speak in isolated words or strings of 2 to 3 words, depending on gestures to express meaning. 	
Intermediate	
<p>The student will:</p> <ul style="list-style-type: none"> • Speak in short patterns of words and phrases using English grammatical structures and linguistic forms outlined in the Advanced Level with habitual errors that sometimes impede communication. 	
Early Advanced	
<p>The student will:</p> <ul style="list-style-type: none"> • Speak in short phrases and simple sentences using English grammatical structures and linguistic forms outlined in the Advanced Level with some errors, although the errors do not impede communication. 	
Advanced	
<p>The student will:</p> <ul style="list-style-type: none"> • Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with occasional errors: <ul style="list-style-type: none"> • verb tenses (present tense, including “to be,” present progressive, and future tenses, imperatives, <i>modal auxiliaries</i>). • possessive adjectives and subject pronouns, including articles. • prepositions of time and place; adverbs of time and frequency. 	

COMPREHENSION OF ORAL COMMUNICATIONS

Standard: *The student will listen actively to the ideas of others in order to acquire new knowledge.*

Beginning

The student will:

- Comprehend a **limited** number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings and courtesies) when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.
- Comprehend and follow simple routine instructions for classroom activities that depend on gestures and other contextual clues (e.g., “Let’s form a line for lunch.”)

Early Intermediate

The student will:

- Comprehend a **few** common words and simple phrases in conversations on topics of personal relevance (e.g., social courtesies, basic needs), when spoken slowly with frequent rephrasing, repetitions, and contextual clues.
- Comprehend and follow short routine instructions (2- to 5-word phrases) for classroom activities in the presence of gestures and clear contextual clues.

Intermediate

The student will:

- Comprehend **some** words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities) when spoken slowly with some rephrasing, repetitions, and contextual clues.
- Comprehend and follow routine (2- to 3-step) instructions for classroom activities in the presence of gestures and clear contextual clues.

Early Advanced

The student will:

- Comprehend **many** words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.
- Comprehend and follow multiple step instructions for classroom activities in the presence of gesture and clear contextual clues.
- Listen attentively to simple, short read-aloud stories and identify key details.

Advanced

The student will:

- Comprehend a **wide-ranging** number of words, phrases, and sentences in sustained conversations on topics of personal relevance when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.
- Comprehend and follow common positive and negative commands and requests. (LS-R2)
- Listen attentively to simple read-aloud stories, poems, and informational text and identify key details and specific facts. (LS-R4)

Carousel of IDEAS Program (K-5)

Full Match

ELL II (Correlated to the Foundations level for 3rd grade)

DELIVERY OF ORAL COMMUNICATIONS

Standard: *The student will express orally his or her own thinking and ideas.*

Beginning

The student will:

- Participate in short, routine social conversations with individuals in which he or she exchanges personal information and discusses personal needs using accurate but limited vocabulary.
- Contribute to classroom and small group academic discussions by asking/answering simple questions with considerable hesitancy due to the need to rephrase and search for words.
- Greet and take leave in socially and culturally appropriate ways.
- Describe a person, object, or situation in some detail.
- Issue 2- to 3-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures.
- Answer basic questions about read-aloud stories with 1- or 2-word responses.

Early Intermediate

The student will:

- Participate in social conversations in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs using accurate and somewhat limited vocabulary.
- Contribute to classroom and small group academic discussions by asking/answering simple questions and expressing his or her ability to do or not do something with some hesitancy because of the need to rephrase and search for words.
- Role-play a telephone conversation with others, using English in socially and culturally appropriate ways.
- Ask and respond to questions about the size, color, shape, physical characteristics, and number of familiar objects, using accurate and somewhat limited vocabulary.
- Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning.
- Retell simple stories in a logical sequence, using key words, phrases, and simple sentences.

Intermediate

The student will:

- Participate in social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using purposeful and somewhat varied vocabulary.
- Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/disagreeing with others, and making comparisons with some hesitancy because of the need to rephrase and search for words.
- Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways
- Ask and respond to questions about various attributes of people, objects, events, and situations, using purposeful and somewhat varied vocabulary.
- Issue 1- to 2-step routine directions in a manner that the listener can follow.
- Relate simple stories or events about personal experiences, using logical organization and some descriptive words.

Carousel of IDEAS Program (K-5)

Full Match

Early Advanced

The student will:

- Participate in expanded social conversations held in pairs or in small groups in which he or she discusses personal likes, dislikes, wants, and feelings; and familiar events, problems, and situations using accurate and varied vocabulary.
- Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/disagreeing with others, and making comparisons with occasional hesitancy because of the need to rephrase and search for words.
- Use English and his or her native language appropriately in a multilingual social situation (e.g., cooperative games and activities).
- Ask and respond to questions about the similarities and differences in people, objects, events, and situations in some detail, using natural and varied vocabulary.
- Issue 2- to 3-step routine directions in a manner that the listener can follow.
- Relate simple stories or events about routine activities, using logical organization and natural and varied vocabulary.

Advanced

The student will:

- Open, develop, and close social conversations with small groups in which he or she discusses personal likes, dislikes, wants, and feelings; familiar events, problems, and situations; and other familiar topics using precise and descriptive vocabulary.
- Contribute to classroom and academic discussions by asking/answering questions, agreeing/disagreeing with others, making comparisons, and expressing interests and preferences related to class projects and discussions. (LS-F3)
- Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.
- Describe people, objects, events, and situations in detail (e.g., location, appearance, function, actions) using precise and descriptive vocabulary.
- Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (LS-F2)
- Present coherent personal narrative about ideas, events, or activities of interest that include an introduction, development, and conclusion that listeners can follow. (LS-F3)

Full Match

STANDARD ENGLISH CONVENTIONS

Standard: *The student will identify, describe, and apply conventions of standard English in his or her communications.*

Beginning

The student will:

- Speak, with satisfactory control over English grammatical structures and linguistic forms outlined in the earlier stage of proficiency (ELL I); however, errors and pronunciation difficulties still may impede communication.

Early Intermediate

The student will:

- Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, **many** errors or irregular forms **often** impede communication.

Carousel of IDEAS Program (K-5)

Full Match

Intermediate	<h1>Full Match</h1>
The student will: • Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, habitual errors sometimes impede communication.	
Early Advanced	
The student will: • Speak, using English grammatical structures and linguistic forms outlined in the Advanced Level (and in ELL I); however, some errors occur, although they do not impede communication.	
Advanced	
The student will: • Speak in phrases and sentences, using the following English grammatical structures and linguistic forms with occasional errors: • Verb tenses (past and past progressive tenses, modal auxiliaries). • Subject-verb agreement. • Complete sentences. • Comparative and superlative structures. • Pronouns, antecedents, pronouns in the possessive, objective, and demonstrative forms. • Prepositions of direction and motion; adverbs of manner and sequence (quickly, finally).	

COMPREHENSION OF ORAL COMMUNICATIONS <i>Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.</i>	<h1>Full Match</h1>
Beginning	
The student will: • Comprehend key words, formulaic phrases, and most short sentences in simple predictable conversations on topics of immediate personal relevance (e.g., basic social interactions, needs, warnings) when spoken slowly with frequent rephrasing, repetitions, and contextual clues. • Comprehend and follow 1-step directions related to the position of one’s movement in space, accompanied by contextual cues and gestures.	
Early Intermediate	
The student will: • Comprehend a range of expressions used to request personal details, direct classroom activities, identify people, objects, and events, and ask for/grant permission when spoken slowly with some rephrasing, repetitions, and contextual clues. • Comprehend and follow 2- to 3-step directions related to the position of one’s movement in space, accompanied by contextual cues and gestures.	
Intermediate	
The student will: • Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken slowly with some rephrasing, repetitions, and contextual clues. • Comprehend and follow 3- to 4-step directions related to the position of one’s movement in space.	

Early Advanced

The student will:

- Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.
- Comprehend and follow 3- to 4-step directions related the position, frequency, and duration of one's movements in space.

Advanced

The student will:

- Comprehend and follow short predictable discourse on familiar matters, including familiar events, routines, objects, and people; likes, dislikes, wants, and feelings; and, invitations and apologies when spoken at a normal rate.
- Comprehend and follow multiple-step directions related to the position, frequency, and duration of one's movements in space. (LS-F2)

Full Match

ELL III (Correlated to the Essentials level for 5th grade)

DELIVERY OF ORAL COMMUNICATIONS

Standard: *The student will express orally his or her own thinking and ideas.*

Beginning

The student will:

- Participate in social conversations held in pairs or in groups on his or her basic needs, wants, feelings, and plans; and familiar events, using accurate but limited vocabulary.
- Contribute to classroom and small group academic discussions by asking/answering questions and making comparisons with considerable hesitancy because of the need to rephrase and search for words.
- Greet and take leave appropriately in a variety of settings.
- Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words and phrases.
- Relate stories or events about routine activities, using logical organization and accurate but limited vocabulary.

Early Intermediate

The student will:

- Participate in social conversations held in pairs or in groups on immediate and future needs, wants, and plans; and familiar topics of personal reference, using accurate but somewhat limited vocabulary.
- Contribute to classroom and small group academic discussions by asking/answering questions, agreeing/disagreeing with others, and making comparisons with some hesitancy because of the need to rephrase and search for words.
- Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.
- Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using phrases and simple sentences.
- Relate stories or events about personal experiences, using logical organization and some descriptive vocabulary.

Intermediate

The student will:

- Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using purposeful and somewhat varied vocabulary.
- Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities with some hesitancy because of the need to rephrase and search for words.
- Give and receive compliments, show gratitude, apologize, and express anger or impatience in socially and culturally appropriate ways through verbal and nonverbal means.
- Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) using phrases and sentences.
- Present coherent personal narratives about ideas, events, or activities of interest, using logical organization and purposeful and somewhat varied vocabulary.

Carousel of IDEAS Program (K-5)

Full Match

<p>Early Advanced</p> <p>The student will:</p> <ul style="list-style-type: none"> • Participate in social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using accurate and varied vocabulary. • Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities with occasional hesitancy because of the need to rephrase and search for words. • Determine appropriate topics for interaction given audience and setting, including when it is appropriate to tell a joke. • Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?) with more extensive descriptive comments. • Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary. 	<h1 style="color: red;">Full Match</h1>
<p>Advanced</p> <p>The student will:</p> <ul style="list-style-type: none"> • Open, develop, and close extended social conversations held in pairs or in groups by asking and responding to questions, providing advice, granting permission, describing past events, and posing hypotheticals, using precise and descriptive vocabulary. • Contribute to classroom and academic discussions by giving suggestions, describing past and proposing hypothetical events, and expressing intentions and possibilities, exhibiting some ability to employ circumlocution (i.e., the ability to find another way to say something). • Advise peers on appropriate verbal and nonverbal behavior given the audience and setting. • Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?) with extended explanation. • Prepare and deliver a short oral report in a content area and effectively convey the information through verbal and nonverbal communications in connected discourse with accurate and precise vocabulary. (LS-E1, LS-E2) 	

<p>STANDARD ENGLISH CONVENTIONS</p> <p><i>Standard:</i> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>	<p><u>Carousel of IDEAS Program (K-5)</u></p> <h1 style="color: red;">Full Match</h1>
<p>Beginning</p>	
<p>The student will:</p> <ul style="list-style-type: none"> • Speak with satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency (ELL I-II); however, errors and pronunciation difficulties still may impede communication. 	
<p>Early Intermediate</p> <p>The student will:</p> <ul style="list-style-type: none"> • Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, many errors or irregular forms often impede communication. 	

Intermediate	<h1>Full Match</h1>
The student will: <ul style="list-style-type: none"> • Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, habitual errors sometimes impede communication. • Use phrases and simple sentences, showing some evidence of connected discourse (e.g., the use of words such as <i>and, but, first, next, then, because, however, therefore.</i>) 	
Early Advanced	
The student will: <ul style="list-style-type: none"> • Speak using English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-II); however, some errors occur, although they do not impede communication. • Arrange phrases, clauses, and sentences into correct and meaningful patterns. 	
Advanced	
The student will: <ul style="list-style-type: none"> • Speak using the following English grammatical structures and linguistic forms, with occasional errors: <ul style="list-style-type: none"> • Verb tenses (present perfect, present perfect progressive tenses, present real conditional, habitual past). • Various types of pronouns, including reflexive pronouns. • Simple/compound sentences. • Present information in coherent connected discourse. 	

COMPREHENSION OF ORAL COMMUNICATIONS <i>Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.</i>	<h1>Full Match</h1>
Beginning	
The student will: <ul style="list-style-type: none"> • Recognize topics in read-aloud stories when spoken slowly and with repetitions, rephrasing, and clarifications. • Comprehend and follow 3- to 4-step directions related to the position of one's movements in space. 	
Early Intermediate	
The student will: <ul style="list-style-type: none"> • Restate basic facts from read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), repetitions, rephrasing, and clarifications. • Comprehend and follow 3- to 4-step directions related to the position, frequency, and duration of one's movements in space. 	
Intermediate	
The student will: <ul style="list-style-type: none"> • Restate the factual details, key words and expressions, and overall gist of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications. • Sometimes comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. 	

<p>Early Advanced</p> <p>The student will:</p> <ul style="list-style-type: none"> • Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications. • Often comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. 	<h1 style="color: red;">Full Match</h1>
<p>Advanced</p> <p>The student will:</p> <ul style="list-style-type: none"> • Distinguish fact from opinion from read-aloud stories and content area presentations with contextual support, repetitions, rephrasing, and clarifications. • Consistently comprehend and follow multiple-step instructions (4 or more steps) for familiar processes or procedures. 	

<p>ELL IV (Correlated to the Essentials level for 8th grade)</p>	<p><u>Carousel of IDEAS Program (K-5)</u></p> <p>No Match</p>
<p>ELL V (Correlated to the Proficient level for 12th grade)</p>	<p><u>Carousel of IDEAS Program (K-5)</u></p> <p>No Match</p>