

# CORRELATION

## CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

AND

## THE *CAROUSEL OF IDEAS* PROGRAM



*Carousel of IDEAS* is a comprehensive language development program that focuses on basic skill areas – listening, speaking, reading, and writing. The program is interactive, developing students’ language and critical thinking skills through exciting hands-on activities. Lessons emphasize content areas such as science, social studies, and mathematics. Students make books, conduct experiments, participate in multicultural traditions, and much more as they develop English oral fluency and literacy.



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## **CORRELATION OF *CAROUSEL OF IDEAS* TO THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS**

### **Findings of the Correlation**

The *Carousel of IDEAS* program was correlated to the 1999 California English Language Development Standards in January 2001. The results of this correlation show that all of the standards and objectives for Kindergarten through fifth grade set forth by this committee were met. This correlation also shows that, in most cases, there is a comprehensive array of lesson and assessment possibilities for students at many levels of language proficiency.

### **A Brief Overview of the *Carousel of IDEAS* Program**

The *Carousel of IDEAS* program was developed in response to an overwhelming need many school districts have to educate students entering their schools with little or no English. It is based on the premise that English learners need to acquire both oral and written language, and that teachers need to be able to assess their progress.

With this in mind, the program is divided into eight levels, with four to seven topics at each level. As student progress through the levels, not only will they move towards proficiency in both oral and written language, but they will have rich and interesting content lessons as well.

Because students do not acquire language at the same rate, the *Carousel of IDEAS* program includes a variety of assessment components for both short-term (formative) and long-term (summative) evaluation. These tools include Level Guidelines that state the goals for the level and provide an overview of what to expect at each level; Observing Student Progress sections, which remind teachers to stop and evaluate students' progress at the end of each lesson; Evaluation Checklists, which can be reproduced and used to informally assess and record individual student's areas of strength and weakness; Level Assessments, which assess how well students have integrated the language skills taught on that level; and Language Profile Cards, which are used for recording student progress. This comprehensive array of assessment materials not only helps the teacher, it also gives students and parents a concrete understanding of areas each student needs to strengthen.

The *Carousel of IDEAS* program is flexible in that it allows the teacher to present any given lesson to a multi-level language class. For example, in Level III V 4, students draw a picture of an animal they would choose to have on a farm. The teacher then chooses a writing assignment appropriate for individual students based on their language level. One student might dictate a caption, which the teacher writes for him/her. Another student might copy sentences from the board. More advanced students would write their own captions. This flexibility also allows for developmental differences for students at various grade levels.

### **Conclusion**

The *Carousel of IDEAS* is a comprehensive and flexible program that meets, and in many cases, exceeds the objectives set forth by the ELD Standards.