

ALIGNMENT

ENGLISH-LANGUAGE DEVELOPMENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, GRADES K-5

AND

THE *CAROUSEL OF IDEAS*, 4TH EDITION PROGRAM – SET 1



Carousel of IDEAS (4th Edition) is a comprehensive and systematic English language development program designed for K-5 students.



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English-Language Development Standards for California Public Schools, Grades K-5 and the *Carousel of Ideas*, 4th Edition Program—Set 1 (Levels 1-4)

Beginning ELD level = *Carousel* Levels 1-2

Early Intermediate ELD level = *Carousel* Levels 3-4

NOTE: Most standards listed below are introduced and then reinforced throughout Levels 1-4. This alignment includes examples of where each standard is addressed, but it does not reference every activity that addresses a given standard. Further, while this alignment references only pages in the *Teacher's Guide*, certain standards are addressed via other *Carousel* components (e.g., activity sheets) that are referenced in the *Teacher's Guide*.

Standard	Examples from select pages in the <i>Teacher's Guide</i>	
Listening and Speaking: Strategies and Applications		
Beginning ELD level: Grades K-2		
Comprehension		
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	●	47, 206, 237, 251
Answer simple questions with one- to two-word responses.	●	53-54, 167, 320
Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	●	45, 51, 75, 102, 250
Comprehension and Organization and Delivery of Oral Communication		
Independently use common social greetings and simple repetitive phrases (e.g., “Thank you,” “You’re welcome”).	●	51, 114, 264

● Standard is addressed

Beginning ELD level: Grades 3-5		
Comprehension		
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	●	47, 206, 237, 251
Answer simple questions with one-to two-word responses.	●	53-54, 167, 320
Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	●	51, 54, 174, 181
Comprehension and Organization and Delivery of Oral Communication		
Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).	●	51, 114, 264
Early intermediate ELD level: Grades K-2		
Comprehension		
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).	●	This standard is addressed implicitly throughout Levels 1-4.
Ask and answer questions by using phrases or simple sentences.	●	368-369, 471, 549
Comprehension and Organization and Delivery of Oral Communication		
Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.	●	352, 380, 427, 554
Orally communicate basic needs (e.g., “May I get a drink?”).	●	355, 366
Recite familiar rhymes, songs, and simple stories.	●	379, 418, 595
Early intermediate ELD level: Grades 3-5		
Comprehension		
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).	●	This standard is addressed implicitly throughout Levels 1-4.

Ask and answer questions by using phrases or simple sentences.	●	368-369, 471, 549
Restate and execute multiple-step oral directions.	●	368, 543-544, 581
Comprehension and Organization and Delivery of Oral Communication		
Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.	●	352-353, 553-554, 629-630
Orally communicate basic needs (e.g., “May I get a drink of water?”).	●	355, 366
Recite familiar rhymes, songs, and simple stories.	●	379, 418, 595
Reading: Word Analysis		
Beginning ELD level: Grades K-2		
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development		
Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.	●	This standard is addressed implicitly throughout Levels 1-4.
Beginning ELD level: Grades 3-5		
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development		
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	●	74, 148, 251
Phonemic Awareness and Decoding and Word Recognition		
Recognize sound/symbol relationships in one’s own writing.	●	56, 126, 221

● Standard is addressed

Early intermediate ELD level: Grades K-2		
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development		
Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English–Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words.	<ul style="list-style-type: none"> ● 	381-383, 420-421, 496-497 381-383 427-428, 530 381-383
Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., <i>a</i> in <i>cat</i> and final consonants). English–Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words.	<ul style="list-style-type: none"> ● 	420-421, 547 381-383 427-428, 530 381-383
Early intermediate ELD level: Grades 3-5		
Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development		
While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).	<ul style="list-style-type: none"> ● 	381-383, 420-421, 496-497, 547
Decoding and Word Recognition and Vocabulary and Concept Development		
Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	<ul style="list-style-type: none"> ● 	450, 532, 568

Reading: Fluency and Systematic Vocabulary Development		
Beginning ELD level: Grades K-2		
Vocabulary and Concept Development		
Read aloud simple words (e.g., nouns and adjectives) in stories or games.	●	78, 206-207, 248
English–Language Arts Content Standards		
Kindergarten		
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).		124, 264, 303
Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	●	116, 149, 202
Demonstrate comprehension of simple vocabulary with an appropriate action.	●	59, 137, 143
Retell simple stories by using drawings, words, or phrases.	●	55, 147, 225
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	●	136, 171, 273
Beginning ELD level: Grades 3-5		
Vocabulary and Concept Development		
Read aloud simple words (e.g., nouns and adjectives) in stories or games.	●	78, 206-207, 248
Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).	●	116, 149, 202
Demonstrate comprehension of simple vocabulary with an appropriate action.	●	59, 137, 143
Retell simple stories by using drawings, words, or phrases.	●	55, 147, 225
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	●	136, 171, 273
Early intermediate ELD level: Grades K-2		
Vocabulary and Concept Development		
Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	●	355, 629, 646

● Standard is addressed

Read simple vocabulary, phrases, and sentences independently.	●	368, 408, 555-556
Read aloud an increasing number of English words.	●	349, 380, 526
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	●	This standard is addressed implicitly throughout Levels 1-4.
Early intermediate ELD level: Grades 3-5		
Vocabulary and Concept Development		
Apply knowledge of content-related vocabulary to discussions and reading.	●	378, 427, 592
Read simple vocabulary, phrases, and sentences independently.	●	368, 408, 555-556
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	●	407, 526, 592
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	●	This standard is addressed implicitly throughout Levels 1-4.
Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts.	●	454, 526, 551
Reading: Reading Comprehension		
Beginning ELD level: Grades K-2		
Comprehension		
Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	●	54, 78, 199-200
Respond orally to stories read aloud, giving one-or two- word responses (e.g., "brown bear ") to factual comprehension questions.	●	124, 146, 300
Draw pictures from one's own experience related to a story or topic (e.g., community in social studies).	●	46, 82, 116, 179, 220
Understand and follow simple one-step directions for classroom activities.	●	73, 149, 303
Comprehension and Analysis of Grade-Level-Appropriate Text		
Identify, using key words or pictures, the basic sequence of events in stories read aloud.	●	55, 174, 200

Beginning ELD level: Grades 3-5		
Comprehension		
Respond orally to stories read aloud by giving one-or two- word responses (e.g., “brown bear ”) to factual comprehension questions.	●	124, 146, 300
Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases.	●	54, 146, 320
Understand and follow simple one-step directions for classroom activities.	●	73, 149, 303
Comprehension and Analysis of Grade-Level-Appropriate Text		
Identify, using key words or pictures, the basic sequence of events in stories read aloud.	●	55, 174, 200
Identify, using key words and/or phrases, the main idea in a story read aloud.	●	98, 123, 274
Point out text features, such as the title, table of contents, and chapter headings.	●	57, 77, 228, 299
Early intermediate ELD level: Grades K-2		
Comprehension		
Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	●	352, 553, 577
Draw and label pictures related to a story topic or one’s own experience.	●	375, 429, 548
Understand and follow simple two-step directions for classroom activities.	●	373, 450-451
Comprehension and Analysis of Grade-Level-Appropriate Text		
Orally identify, using key words or phrases, the basic sequence of events in text read aloud.	●	453, 478, 578
Draw logical inferences from a story read aloud.	●	378, 427, 529

Early intermediate ELD level: Grades 3-5		
Comprehension		
Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown ”).	●	378, 477, 602
Read and orally identify relationships between written text and one’s own experience by using simple sentences.	●	431, 481, 649
Understand and follow simple two-step directions for classroom activities.	●	373, 450-451
Comprehension and Analysis of Grade-Level-Appropriate Text		
Orally identify, using simple sentences, the basic sequence of events in text that one reads.	●	453, 478, 578
Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.	●	452, 500, 648-649
Read and identify basic text features such as the title, table of contents, and chapter headings.	●	351, 426, 528, 601
Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique		
Orally identify examples of fact and opinion in familiar texts read aloud.	●	604
Reading: Literary Response and Analysis		
Beginning ELD level: Grades K-2		
Narrative Analysis of Grade-Level-Appropriate Text		
Listen to a story and respond orally in one or two words to factual comprehension questions.	●	54, 146, 248
Draw pictures related to a work of literature identifying setting and characters.	●	55, 174, 225

Beginning ELD level: Grades 3-5		
Narrative Analysis of Grade-Level-Appropriate Text		
Listen to a story and respond orally in one or two words to factual comprehension questions.	●	54, 146, 248
Identify orally different characters and settings in simple literary texts by using words or phrases.	●	175, 200, 225
Distinguish between fiction and nonfiction by giving one-or two- word oral responses.	●	173, 198, 224, 279
Structural Features of Literature		
Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	●	327 NOTE: Partially addressed in Set 1; addressed fully in Set 2
Early intermediate ELD level: Grades K-2		
Narrative Analysis of Grade-Level-Appropriate Text		
Respond orally to factual comprehension questions about stories by answering in simple sentences.	●	352, 453, 553
Recite simple poems.	●	379, 568, 596
Identify orally the setting and characters by using simple sentences and vocabulary.	●	353, 378, 427, 626
Early intermediate ELD level: Grades 3-5		
Narrative Analysis of Grade-Level-Appropriate Text		
Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.	●	352, 453, 553
Read literary texts and orally identify the main events of the plot by using simple sentences.	●	378, 529, 577
Recite simple poems.	●	379, 568, 596
Describe orally in simple sentences the setting of a literary work.	●	353, 378, 427, 626

Structural Features of Literature		
Distinguish orally between poetry, drama, and short stories by using simple sentences.	●	349, 431, 450, 596
Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism		
Describe orally in simple sentences a character in a literary selection according to his or her actions.	●	454, 478, 554
Writing: Strategies and Applications		
Beginning ELD level: Grades K-2		
Penmanship		
Copy the English alphabet legibly.	●	56, 177, 297
Penmanship and Organization and Focus		
Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	●	61, 103
Organization and Focus		
Write a few words or phrases about an event or character from a story read by the teacher.	●	79, 249, 276, 328
Write a phrase or simple sentence about an experience generated from a group story.	●	150
Beginning ELD level: Grades 3-5		
Penmanship		
Write the English alphabet legibly.	●	56, 177, 297
Penmanship and Organization and Focus		
Label key parts of common objects.	●	139-140, 149-150, 318

Organization and Focus		
Create simple sentences or phrases with some assistance.	●	81, 147, 223
Use models to write short narratives.	●	181, 324
During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	●	257, 324-325
Early intermediate ELD level: Grades K-2		
Organization and Focus		
Write simple sentences about events or characters from familiar stories read aloud by the teacher.	●	353, 427, 554
Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., “Today is Tuesday ”)).	●	402, 549-550
Organization and Focus, Evaluation and Revision		
Write one to two simple sentences (e.g., “I went to the park ”).	●	356, 423, 548
Early intermediate ELD level: Grades 3-5		
Organization and Focus		
Write short narrative stories that include elements of setting and characters.	●	454
Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.	●	377-379, 578, 602
Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	●	505, 605, 652-653
Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).	●	384, 406, 408, 526
Follow a model to write a friendly letter.	●	358-359, 578

Organization and Focus, Evaluation and Revision		
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	●	422, 526, 548
Writing: English-Language Conventions		
Beginning ELD level: Grades K-2		
Capitalization		
Use capitalization when writing one's own name.	●	59, 61, 104-105
Beginning ELD level: Grades 3-5		
Capitalization		
Use capitalization when writing one's own name and at the beginning of sentences.	●	59, 61, 104-105, 129, 257
Punctuation		
Use a period at the end of a sentence and a question mark at the end of a question.	●	129, 257, 356
Early intermediate ELD level: Grades K-2		
Capitalization		
Use capitalization to begin sentences and for proper nouns.	●	358, 422
Punctuation		
Use a period or question mark at the end of a sentence.	●	358, 424, 450
Punctuation, Capitalization, and Spelling		
Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	●	359, 505, 603, 653
Early intermediate ELD level: Grades 3-5		
Capitalization		
Use capitalization to begin sentences and for proper nouns.	●	358, 422

● Standard is addressed

Punctuation		
Use a period at the end of a sentence and use some commas appropriately.	●	358, 450
Punctuation, Capitalization, and Spelling		
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	●	359, 505, 603, 653