

**CORRELATION OF *CAROUSEL OF IDEAS* PROGRAM LEVEL I (Set 1)  
TO THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS**

**Listening and Speaking  
Strategies and Applications**

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension</b>	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	<i>respond to questions using target vocabulary (e.g., “I’m a teacher. Are you a teacher?”), p. 18</i>  <i>greet your partner and ask questions (e.g., What is your name? Who is your teacher?”), p. 22</i>	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	<i>respond to questions using target vocabulary (e.g., “Who has the chalk?”), p. 28</i>  <i>supply a word to finish sentences from the literature selection, p. 43</i>
	Answer simple questions with one- or two-word responses.	<i>respond to questions using target vocabulary p. 18, 22, 23</i>	Answer simple questions with one- or two-word responses.	<i>name objects that can be found in the classroom/on playground, p. 31</i>  <i>tell something you like to do at school, p. 31</i>
	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<i>listen to directions and match picture cards with corresponding picture in Theme picture, p. 19</i>  <i>listen to key phrases and respond with gestures, p. 18, 19, 22</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>listen and respond to commands (e.g., “Stand up if you have the red balloon.”), p. 38</i>  <i>play Simon Says, p. 45</i>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Independently use common social greetings and simple repetitive phrases (e.g., “Thank You,” “You’re welcome.”).	<i>Teacher is instructed to begin each lesson by greeting students (e.g., “Good morning/Hello or Hi/Hello, how are you?”) as well as indicate the correct response (e.g., “Fine. Thank you./Goodbye.”), pgs. 18, 25, 33, 38, 45</i>	Independently use common social greetings and repetitive phrases (e.g., “May I go and play?”).	<i>practice making telephone calls, p. 37</i>

***NOTE: Guidelines for Listening and Speaking—Carousel Level I:*** Students are encouraged to listen with comprehension as teacher describes activities, reads literature selections, gives classroom directions, and uses common greetings. Some students may not be ready to speak in English at all at Level I. If students do speak in English, it will more than likely be in one-word or two-word responses, or as part of a poem, song, or simple greeting. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<b>Comprehension</b>	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 [he/she]).	see Note, p. 1 of this correlation	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 [he/she]).	see Note, p. 1 of this correlation
	Ask and answer questions using phrases or simple sentences.	<i>greet your partner and ask questions (e.g., “What’s your name?” “Who is your teacher?”), p. 22</i>  <i>ask and answer questions about the chart (e.g., “How many sisters does Rita have?”), p. 23</i>	Ask and answer questions using phrases or simple sentences.	<i>participate in a dialogue with another student—ask questions, such as “Where do you live?” and respond to questions, p. 41</i>  <i>teach family members how to play Simon Says and play the game with two or three people at home, p. 46</i>
			Restate and execute multistep oral directions.	<i>mix paint by listening to directions (e.g., “Mix the red around the yellow.”), p. 40</i>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	<i>small groups make up skits based on literature selection, p. 21</i>	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	<i>answer questions about literature selections after teacher reads aloud, p. 36</i>
	Orally communicate basic needs (e.g., “May I get a drink?”).	see Note, p. 1 of this correlation <i>participate in a lesson about getting ready for bed (e.g., “I wash my hands. I wash my face.”), p. 48</i>	Orally communicate basic needs (e.g., “May I get a drink of water?”).	see Note, p. 1 of this correlation <i>participate in a lesson about getting ready for bed (e.g., “I wash my hands. I wash my face.”), p. 48</i>
	Recite familiar rhymes, songs, and simple stories.	Carousel Connections: Clothing & Accessories— <i>sing along with songs (audiotape track 4), p. 14</i>	Recite familiar rhymes, songs, and simple stories.	<i>tell about a favorite book, p. 47</i>  Carousel Connections: Pets— <i>sing along with songs (audiotape track 4), p. 13</i>

**Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension</b>	Ask and answer instructional questions using simple sentences.	see Note, p. 1 of this correlation	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”)	see Note, p. 1 of this correlation
	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	<i>listen to information about Theme Picture/Poster #1 and answer questions using target vocabulary, p. 18, 19</i>  <i>practice identifying colors by responding to commands (e.g., “Stand up if you have the red balloon.”), p. 38</i>	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	<i>identify people in a picture while other students guess which picture (e.g., “I am looking at a picture. In this picture I see a father/a mother/a brother/two sisters. Which picture am I looking at?”), p. 22</i>  <i>listen to literature selection and answer questions (e.g., “How many people are on this page? How many buildings? Are they the same? Are they different?”), p. 36</i>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	see Note, p. 1 of this correlation	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	see Note, p. 1 of this correlation
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	see Note, p. 1 of this correlation	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	see Note, p. 1 of this correlation
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	see Note, p. 1 of this correlation	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	see Note, p. 1 of this correlation

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension</b>	Listen attentively to stories/information, and orally identify key details and concepts.	<p><i>talk about IDEA pictures by answering questions (e.g., “This is a teacher. Who is your teacher?”), p. 18</i></p> <p><i>respond to questions about families which elicit concepts of love, security, and acceptance (e.g., “Do [families] have fun together? Do they take care of each other?”), p. 21</i></p>	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.	see Note, p. 1 of this correlation
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell stories in greater detail including characters, setting, and plot	see Note, p. 1 of this correlation	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	see Note, p. 1 of this correlation	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	see Note, p. 1 of this correlation
	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	see Note, p. 1 of this correlation	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	see Note, p. 1 of this correlation
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.		Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	
	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).		Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).	

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension</b>	Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.	see Note, p. 1 of this correlation	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	see Note, p. 1 of this correlation
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	see Note, p. 1 of this correlation	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside.”).	see Note, p. 1 of this correlation
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	see Note, p. 1 of this correlation	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	see Note, p. 1 of this correlation
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.		Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	see Note, p. 1 of this correlation	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 1 of this correlation	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 1 of this correlation

# Reading

## Word Analysis

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<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>	Recognize English phonemes that correspond to phonemes students already hear and produce.	<i>find target vocabulary words in literature selection, p. 21</i>  <i>find and read the IDEA numerals and word cards student recognizes; match the numerals and number words, p. 36</i>  Carousel Connections: Clothing & Accessories— <i>think of words that begin with the /p/ sound, p. 14</i>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<i>find target vocabulary words in literature selection, p. 21</i>  <i>supply a word to finish sentences from the literature selection, p. 43</i>
<b>Phonemic Awareness, Decoding and Word Recognition</b>			Recognize sound/symbol relationships in own writing.	<i>Resource Sheet #1, #2, #3, #4, #5</i>  <i>write the words next to the correct picture in the Picture Dictionary, p. 22, 30, 43</i>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level I:*** Most students at Level I are at pre-reading stage in English. They may be able to read single words, either the target vocabulary or words they have seen many times in stories. Students may participate in choral readings using phrases or words repeated in stories, songs, or poems at this level. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

**Early Intermediate**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<p><b>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b></p>	<p>Produce English Phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p><u>ELA Standards</u> <u>Kindergarten P/A.</u></p> <p>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/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><u>GR. 1 P.A.</u></p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “cat” and final consonants).</p>	<p><i>Carousel Connections: Pets—look through literature book and find words that begin with the letter “p”—write the word and draw a small picture that illustrates its meaning, p. 14 (Focus on Phonics)</i></p> <p><i>Carousel Connections: Pets—listen to a discussion on rhyming words and find other rhyming words in the story, p. 14;</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—identify final sounds in words found in the story, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—look for words that begin with the letter /p/, p. 14</i></p>	<p>While reading orally, recognize and produce English phonemes that do not correspond to p phonemes students already hear and produce (e.g., “a” in cat and final consonants).</p>	

**Early Intermediate (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
	<p><u>ELA Standards</u> <u>Kindergarten P/A.</u></p> <p>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/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><u>GR. 1 P.A.</u></p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p>	<p>see Note, p. 6 of this correlation</p> <p><i>Carousel Connections: Pets—listen to a discussion on rhyming words and find other rhyming words in the story, p. 14</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—identify final sounds in words found in the story, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—look for words that begin with the letter /p/, p. 14</i></p>	<p>While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).</p>	
<p><b>Decoding and Word Recognition, Vocabulary and Concept Development</b></p>			<p>Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p>see Note, p. 6 of this correlation</p>

**Intermediate**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Pronounce most English phonemes correctly while reading aloud.</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u> 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/).</p> <p><u>Grade 1 P.A.</u> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).</p>	<p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>Carousel Connections: Clothing &amp; Accessories—create rhyming words by <i>finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>create poems using rhyming words, p. 15</i></p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>Carousel Connections: Clothing &amp; Accessories—<i>final words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>	<p>see Note, p. 6 of this correlation</p>

**Intermediate (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Grade 2 D/WR</u> 1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p>	<p>Use common English morphemes in oral and silent reading.</p>	<p>see Note, p. 6 of this correlation</p>
<p><b>Concepts about Print (CaP)</b></p>	<p>Recognize and name all upper and lower case letters of the alphabet.</p> <p><u>ELA Standards</u> <u>Kindergarten CaP</u> 1.1 Identify the front cover, back over, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p>	<p><i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i></p> <p><i>read the literature selection with a partner, p. 21</i></p> <p><i>put sentence strips together and read aloud, p. 47</i></p> <p><i>answer questions about the literature selection, p. 20, 29, 36, 43, 47</i></p>		

Intermediate (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
Concepts about Print (CaP)	1.4 Recognize that sentences in print are made up of separate words.	<i>find target vocabulary words in literature selection, p. 21, 47</i>  <i>supply IDEA word cards that finish the sentences during the reading of the literature selection, p. 43</i>  <i>put sentences strips together and read aloud, p. 47</i>		
	1.5 Distinguish letters from words.	<i>find target vocabulary words in literature selection, p. 21, 47</i>  <i>Resource sheet #1, #2, #3, #4, #5</i>		
	<u>Grade 1 CaP</u>			
	1.1 Match oral words to printed words.	<i>play Bingo using target vocabulary, p. 28, 34</i>		
	1.3 Identify letters, words, and sentences.	<i>find target vocabulary words in literature selection, p. 21, 47</i>  <i>read literature selection with a partner, p. 21</i>  <i>match the numerals and the number words</i>  <i>identify IDEA word cards that finish the sentences during the reading of the literature selection, p. 43</i>  <i>Resource Sheet #1, #2, #3, #4, #5</i>		

**Early Advanced**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u></p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p>	<p><i>read the literature selection with a partner, p. 21</i></p> <p><i>supply the IDEA word cards that finish the sentences during the reading of the literature selection, p. 43</i></p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p><i>supply the IDEA word cards that finish the sentences during the reading of the literature selection, p. 43</i></p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<p>see Note, p. 6 of this correlation</p>

**Early Advanced (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) (cont.)</b></p>	<p><u>ELA Standards (cont.)</u> <u>Kindergarten P.A. Grade 2 D/WR</u> <u>(cont.)</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p>		

**Early Advanced (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>	<p>Carousel Connections: Clothing &amp; Accessories—<i>create rhyming words by finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p><i>find target vocabulary words in literature selection, p. 21</i></p> <p><i>find the IDEA word cards that finish the sentences in literature selection, p. 43</i></p> <p>Resource Sheet #1, #2, #3, #4, #5</p> <p>Carousel Connections: Clothing &amp; Accessories—<i>create rhyming words by finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p><i>create own rhyming words, p. 15</i></p>		

**Early Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p>		

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Decoding and Word Recognition (D/WR)</b>	<p>Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p>	<p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p> <p>see Note, p. 6 of this correlation</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in context areas.</p>	<p>see Note, p. 6 of this correlation</p>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<b>Decoding and Word Recognition (D/WR)</b>	<u>Grade 1 D/WR</u>			
	1.14 Read inflectional forms (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i> ) and root words (e.g., <i>look</i> , <i>looked</i> , <i>looking</i> ).	see Note, p. 6 of this correlation	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in context areas.	see Note, p. 6 of this correlation
	1.15 Read common word families (e.g., <i>-ite</i> , <i>-ate</i> ).	see Note, p. 6 of this correlation		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	see Note, p. 6 of this correlation		
	<u>Grade 2 D/WR</u>			
	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	see Note, p. 6 of this correlation		
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant-consonant/vowel = <i>sup/per</i> ).	see Note, p. 6 of this correlation		
1.3 Decode two-syllable nonsense words and regular multisyllable words.	see Note, p. 6 of this correlation			
1.4 Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i> ).	see Note, p. 6 of this correlation			
1.5 Identify and correctly use regular plurals (e.g., <i>-s</i> , <i>-es</i> , <i>-ies</i> ) and irregular plurals (e.g., <i>fly-flies</i> , <i>wife/wives</i> ).	see Note, p. 6 of this correlation			

# Reading

## Fluency and Systematic Vocabulary Development

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<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Vocabulary &amp; Concept Development (V/CD)</b>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p> <p><u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p>	<p><i>find target vocabulary words in literature selection, p. 21, 47</i></p> <p><i>read literature selection with a partner, p. 21</i></p> <p><i>make a counting book and read it to a friend, p. 36</i></p> <p><i>supply IDEA word cards that finish the sentences during the reading of the literature selection, p. 43</i></p> <p><i>Resource Sheets #1, #2, #3, #4, #5</i></p> <p><i>identify/classify pictures of people when mixed with other pictures (animals, objects), p. 19</i></p> <p><i>name colors and find corresponding IDEA words cards, p. 42;</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p>	<p><i>find target vocabulary words in literature selection, p. 21, 47</i></p> <p><i>read literature selection with a partner, p. 21</i></p> <p><i>make a counting book and read it to a friend, p. 36</i></p> <p><i>supply IDEA word cards that finish the sentences during the reading of the literature selection, p. 43</i></p> <p><i>Resource Sheet #1, #2, #3, #4, #5</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>respond to questions using target vocabulary, p. 18, 22, 23</i></p> <p><i>greet your partner and ask/answer questions (e.g., “What’s your name? Who is you teacher?”), p. 22</i></p> <p><i>interview a partner about what they like to do best in the classroom/on the playground and share with class, p. 32</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>respond to questions using target vocabulary, p. 18, 22, 23</i></p> <p><i>greet your partner and ask/answer questions (e.g., “What’s your name? Who is your teacher?”), p. 22</i></p> <p><i>interview a partner about what they like to do best in the classroom/on the playground and share with class, p. 32</i></p>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level I:*** Most students at Level I are at a pre-reading stage in English. They may be able to read single words, either the target vocabulary or words they have seen many times in stories. Students may participate in choral readings using phrases or words repeated in stories, songs, or poems at this level. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

<b>Beginning (continued)</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Vocabulary &amp; Concept Development</b> <i>Also are addressed in Listening &amp; Speaking</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>listen to description of Theme Picture/Poster #1 and match IDEA picture, p. 19</i>  <i>listen to key phrases and respond with words/gestures, p. 18, 19, 22</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>listen and respond to commands (e.g., “Put the chalk under the crayons.”), p. 26</i>  <i>play Bingo, p. 28</i>  <i>practice recognizing colors (“Stand up if you have the red balloon.”), p. 38</i>
	Retell simple stories using drawings, words, or phrases.	<i>small groups make up skits based on the literature selection, p. 21</i>  <i>cut out activity sheet pictures that relate to the literature selection, p. 21</i>  <i>talk about pictures in literature selection, p. 36</i>  <i>answer questions after teacher reads literature selection, p. 36</i>	Retell simple stories using drawings, words, or phrases.	<i>small groups make up skits based on the literature selection, p. 21</i>  <i>cut out activity sheet pictures that relate to the literature selection, p. 21</i>  <i>talk about pictures in literature selection, p. 36</i>  <i>answer questions after teacher reads literature selection, p. 36</i>
	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	<i>greet your partner and ask questions (e.g., “What is your name? Who is your teacher?”), p. 22</i>  <i>practice naming classroom objects and their corresponding locations (Theme Picture/Poster #2—Early Production)</i>	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	<i>greet your partner and ask questions (e.g., “What is your name? Who is your teacher?”), p. 22</i>  <i>practice naming classroom objects and their corresponding locations (Theme Picture/Poster #2 —Early Production)</i>  <i>name and respond to questions about classroom objects (Theme Poster/Poster #2—Speech Emergence)</i>

<b>Early Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level V</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level V</b>
<b>Vocabulary &amp; Concept Development (V/CD)</b>	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<i>greet your partner and ask/answer questions (e.g., “What is your name? Who is your teacher?”), p. 22</i>  <i>interview a partner about what they like to do best in the classroom/on the playground and share with class, p. 32</i>  <i>participate in a dialogue with another student (e.g., “Where do you live?” response should include address), p. 42</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>participate in an art project, then describe the colors in each other’s work, p. 42</i>  <i>tell about a favorite book, p. 47</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>make a counting book and read it to a friend, p. 36</i>  <i>find vocabulary words in the literature selection, p. 21, 47</i>  <i>Resource Sheet #1, #2, #3, #4, #5</i>	Read simple vocabulary, phrases, and sentences independently.	<i>make a counting book and read it to a friend, p. 36</i>  <i>find vocabulary words in the literature selection, p. 47</i>  <i>Resource Sheet #1, #2, #3, #4, #5</i>
	Read aloud an increasing number of English words.	see Note, p. 18 of this correlation	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	see Note, p. 18 of this correlation
<b>Vocabulary &amp; Concept Development</b>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	see Note, p. 18 of this correlation	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	see Note, p. 18 of this correlation
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>read the literature selection with a partner, p. 21</i> <i>make a counting book and read book to a partner, p. 36</i> <i>write address on a slip of paper and later identify it, p. 40</i>

\* Teachers are to monitor ELLs’ acquisition of English and to provide correction so that kindergarten children working at the Advanced ELD proficiency level and students in all other grades working at the Early Advanced proficiency level will have internalized English language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
Vocabulary & Concept Development			Create a simple dictionary of frequently used words.	<i>at every level of the program, students are instructed to keep a picture dictionary where they paste pictures of vocabulary words and write the word next to it</i>
			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	see Note, p. 18 of this correlation
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	see Note, p. 18 of this correlation	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	see Note, p. 1 and p. 18 of this correlation
	Use decoding skills to read more complex words independently.  <u>ELA Standards</u> <u>Grade 1 V/CD</u> 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	see Note, p. 18 of this correlation  <i>Carousel Connections: Pets—classify animals into groups (walk, swim, or fly), p. 10</i>  <i>Carousel Connections: Clothing &amp; Accessories—categorize items of clothing/accessories into three groups, p. 11</i>	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	see Note, p. 18 of this correlation

\* Teachers are to monitor ELLs' acquisition of English and to provide correction so that kindergarten children working at the Advanced ELD proficiency level and students in all other grades working at the Early Advanced proficiency level will have internalized English language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.

Intermediate (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<b>Vocabulary &amp; Concept Development (V/CD)</b>  <i>Also are addressed in Listening &amp; Speaking</i>	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).  <u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.18 Describe common objects and events in both general and specific language.	<i>Carousel Connections: Clothing &amp; Accessories—class is divided into groups where each group is given a situation (e.g., going to the store, going to the beach, or riding a bus) and must come up with safety tips; discuss how the tips are similar and how they are different depending on the situation, p. 15</i>  <i>name objects that can be found in a classroom and those found on a playground, p. 31; talk about pictures in the literature selection, p. 36</i>	Use content-related vocabulary in discussions and reading.	<i>Carousel Connections: Clothing &amp; Accessories—participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i>  <i>answer questions about the literature selection (Anno’s Counting Book), p. 36</i>  <i>ask family members to play a game using popcorn number tongue depressors (to practice counting/math skills), p. 34</i>
	Apply knowledge of content-related vocabulary to discussions and reading.	<i>Carousel Connections: Pets—discuss how animals/pets move around, then flip through the book and tell how each animal moves; talk about favorite pet and proper pet care, p. 10</i>		
<b>Vocabulary &amp; Concept Development, Decoding &amp; Word Recognition</b>	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).		Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
Vocabulary & Concept Development (V/CD)			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).		Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).	
	Use simple prefixes and suffixes when attached to known vocabulary  <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).		Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	
			Use standard dictionary to find the meanings of known vocabulary.	see Note, p. 18 of this correlation
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird.”)	
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	see Note, p. 18 of this correlation	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	see Note, p. 18 of this correlation
			Use some common idioms in discussions and reading (e.g., “scared silly”).	
			Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	see Note, p. 18 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Vocabulary &amp; Concept Development (V/CD)</b>	Explain common antonyms and synonyms  <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.7 Understand and explain common antonyms and synonyms.		Apply knowledge of common roots and affixes when attached to known vocabulary.	
	Recognize words that have multiple meanings in texts.  <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.10 Identify simple multiple-meaning words.		Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	
	Apply knowledge of academic and social vocabulary to achieve independent reading.  <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	<a href="#">see Note, p. 18 of this correlation</a>	Apply knowledge of academic and social vocabulary to achieve independent reading.	<a href="#">see Note, p. 18 of this correlation</a>
			Use common idioms, some analogies and metaphors in discussion and reading.	
			Use a standard dictionary to determine meaning of unknown words.	<a href="#">see Note, p. 18 of this correlation</a>
	Read narrative and texts aloud with appropriate pacing, intonation, and expression.	<a href="#">see Note, p. 18 of this correlation</a>	Read narrative and expository text aloud with appropriate pacing, intonation, and expression.	<a href="#">see Note, p. 18 of this correlation</a>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
Decoding and Word Recognition (D/WR)	<u>ELA Standards</u>			
	<u>Kindergarten D/WR</u>			
	1.14 Match all consonant and short-vowel sounds to appropriate letters.	see Note, p. 18 of this correlation		
	1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	see Note, p. 18 of this correlation		
	1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	see Note, p. 18 of this correlation		
	<u>Grade 1 D/WR</u>			
	1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	see Note, p. 18 of this correlation		
1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ).	<i>read the literature selection with a partner, p. 21; find target vocabulary words in the literature selection, p. 21; Resource Sheet #1, #2, #3, #4, #5</i>			
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	see Note, p. 18 of this correlation			
1.13 Read compound words and contractions.	Carousel Connections: Pets & Clothing & Accessories— <i>read Will a Parrot eat a Carrot? and “Lost: One Dad!”</i>			
1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i> ) and root words (e.g., <i>look, looked, looking</i> ).	<i>read Shoes from Grandpa, p. 20; Blue Bug Goes to School, p. 29; Anno’s Counting Book, p. 36; If you Take a Painbrush, p. 43; and Ten, Nine, Eight, p. 47</i>			

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
Decoding and Word Recognition (D/WR)	1.15 Read common word families (e.g., -ite, -ate).	see Note, p. 18 of this correlation		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	see Note, p. 18 of this correlation		
	<u>Grade 2 D/WR</u>			
	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	see Note, p. 18 of this correlation		
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant = sup/per).	see Note, p. 18 of this correlation		
	1.3 Decode two-syllable nonsense words and regular multisyllable words.	see Note, p. 18 of this correlation		
1.4 Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i> ).				
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i> ).		see Note, p. 18 of this correlation		

# Reading

## Reading Comprehension

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension</b>	Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<i>cut out activity sheet pictures that relate to the literature selection, p. 21</i>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<i>listen and respond to questions about the literature selection (e.g., “How many people are on this page? How many buildings? Are they the same? Are they different?”), p. 36</i>  <i>talk about pictures in the literature selection, p. 36</i>	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., “brown bear”).	<i>answer questions about the pictures in the literature selection, p. 29</i>  Carousel Connections: Pets— <i>answer questions about the literature selection (e.g., “Do you think a carrot is food a parrot would like? What do you feed a mouse?”), p. 12</i>
	Draw pictures from student’s own experience related to a story or topic (e.g., community in social studies).	<i>make a number by writing a numeral on each page and drawing people, classroom items, and playground equipment, p. 36</i>  Carousel Connections: Pets— <i>make a “Pet Care Pamphlet” by choosing a favorite animal and two/three facts about how to take care of it, p. 13</i>	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	Carousel Connections: Pets— <i>share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i>  Carousel Connections: Clothing & Accessories— <i>share experiences in a mall/buying gifts for family and friends, p. 14</i>
	Understand and follow simple one-step directions for classroom or work-related activities.	<i>participate in an exercise where student has pictures and listens to commands using target vocabulary (e.g., “Sit down if you’re a teacher.”), p. 19</i>  <i>play Bingo by listening for a word and putting a mark on it, p. 34</i>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<i>listen to information about Theme Picture/Poster #1 and answer questions using target vocabulary, p. 18, 19</i>  <i>find/read the IDEA numerals and word cards; then match the numerals and number words, p. 36</i>

**NOTE: Guidelines for Reading—Carousel of IDEAS Level I:** Most students at Level I are at a pre-reading stage in English. They may be able to read single words, either the target vocabulary or words they have seen many times in stories. Students may participate in choral readings using phrases or words repeated in stories, songs, or poems at this level. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

<b>Beginning (continued)</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension &amp; Analysis of Appropriate Text</b>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>Cut out activity sheet pictures that relate to the literature selection, p. 21</i>  <i>Carousel Connections: Clothing &amp; Accessories—answer questions about the story (e.g., “Why did the little girl go to the shopping mall? Why do you think the little girl started to cry?”), p. 14</i>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>answer questions about the pictures in the literature selection, p. 29</i>  <i>supply the IDEA word cards that finish the sentences during the reading of the literature selection, p. 43</i>
			Identify the main idea in a story read aloud using key words and/or phrases.	<i>listen to questions about the literature selection (e.g., “How many people are on this page? How many buildings? Are they the same? Are they different?”), p. 36</i>
			Point out text features such as title, table of contents, and chapter headings.	<i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator, p. 20, 29, 36, 43, 47</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
Comprehension	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	<i>answer questions about the pictures in the literature selection, p. 29</i>  <i>talk about pictures in the literature selection, p. 36</i>	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.”).	<i>the literature selection, p. 29</i>  <i>talk about pictures in the literature selection, p. 36</i>
	Draw and label pictures related to a story topic or own experience.	<i>draw a picture of your family labeling the people with the target vocabulary, p. 24</i>  <i>draw pictures of classroom/playground and label object, p. 30</i>	Read and orally identify relationships between written text and their own experience using simple sentences.	Carousel Connections: Pets— <i>share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i>  Carousel Connections: Clothing & Accessories— <i>share experiences in a mall/buying gifts for family and friends, p. 14</i>
	Understand and follow simple two-step directions of classroom or work-related activities.	<i>fold a piece of paper in half and draw a picture of yourself doing something on one side; write a list of things needed to do this activity on the other side, p. 32</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>think about what you do to get ready for bed and demonstrate it, p. 48</i>  <i>write address on a slip of paper and later identify it, p. 40</i>
Comprehension & Analysis of Grade-Level Appropriate Text	Orally identify the basic sequence of text read to them using key words or phrases.	<i>small groups make up skits based on the story, p. 21</i>	Orally identify the basic sequence of written text using simple sentences.	<i>look at a chart on the board and tell what is needed to do an activity, p. 31</i>  <i>participate in a pre-writing activity by brainstorming ideas for a caption for a drawing (e.g., “What is red? This barrette is red? Are all barrettes red?”), p. 44</i>
	Use the content of a story to draw logical inferences.	Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why did the little girl go to the shopping mall? Why do you think the little girl started to cry?”), p. 14</i>
			Read and identify basic text features such as title, table of contents, and chapter headings.	<i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator, p. 20, 29, 36, 43, 47</i>

Early Intermediate (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level	GRADES 3-5	Carousel of IDEAS: Level I
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			Orally identify examples of fact/opinion in familiar texts read to them.	

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	<i>after listening to the literature selection, answer questions (e.g., “How many people are on this page? How many buildings? Are they the same? Are they different?”), p. 36</i> <i>after listening to the literature selection, answer questions, (e.g., point to various parts of the body and find them in the book), p. 47</i>	Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”)	see Note, page 1 of this correlation
	While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	<i>teacher introduces each literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator, p. 20, 29, 36, 43, 47</i>	Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	see Note, page 27 of this correlation
	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	<i>answer questions after teacher reads literature selection, p. 36</i> Carousel Connections: Clothing & Accessories— <i>draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	see Note, pages 1 and 27 of this correlation
<b>Comprehension</b>	Write captions of words or phrases for drawings related to a story.	<i>draw a picture and write a caption for it, p. 44</i> Carousel Connections: Clothing & Accessories— <i>make a family picture book showing family members wearing different clothing; write a one-word label, a short sentence, or sentences/paragraph for each page, p. 15</i>	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	Carousel Connections: Pets— <i>discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</i>
	Understand and follow some multi-step directions for classroom-related activities.	<i>make words cards for body parts; hold up a word card; ask other students to point to corresponding body part, p. 47</i> Carousel Connections: Clothing & Accessories— <i>follow directions to learn how to tie a tie/scarf, p. 15</i>	Understand and follow some multi-step directions for classroom-related activities.	<i>look at teacher pointing to various parts of the body; find the words in the literature selection, put sentence strips together, p. 47</i>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate text and Expository Critique</b>			Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.	see Note, pages 1 and 27 of this correlation

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.		Describe main ideas and supporting details of a text.	
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	see Note, pages 1 and 27 of this correlation	Generate and respond to comprehension questions related to the text.	see Note, pages 1 and 27 of this correlation
	Write a brief story summary (three or four complete sentences).	<i>make up a story about getting ready for bed, p. 48</i>	Describe relationships between text and their experience.	<p><i>Carousel Connections: Pets—share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—share experiences in a mall/buying gifts for family and friends, p. 14</i></p>
<b>Comprehension</b>	Read and use basic text features such as title, table of contents, and chapter headings.		Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	
<b>Comprehension &amp; Analysis of Grade-Level Appropriate text and Expository Critique</b>	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	see Note, pages 1 and 27 of this correlation	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	
			Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	

Early Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
Structural Features of Informational Materials			Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.	Carousel Connections: Clothing & Accessories— <i>answer questions relating to chronological order and cause/effect after reading the story (e.g., “Why did the little girl go to the mall? Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.	see Note, pages 1 and 27 of this correlation	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.	
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b>			Describe main ideas and supporting details, including supporting evidence.	see Note, page 27 of this correlation
	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.		Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text.	see Note, page 27 of this correlation
<b>Structural Features of Informational Materials</b>			Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.	see Note, page 27 of this correlation
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials</b>			Distinguish between fact/opinion, inference, and cause/effect in text.	see Note, page 27 of this correlation

## Writing Strategies and Applications

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<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Penmanship</b>	Copy the English alphabet legibly.	<i>students are asked to write/copy words throughout Level I</i>	Write the English alphabet legibly.	<i>students are asked to write/copy words throughout Level I</i>
<b>Penmanship, Organization &amp; Focus</b>	Copy words posted and commonly used in the classroom.	<i>copy the title of the literature selection in Reading Log, pgs. 20, 29, 36, 43, 47</i>  <i>copy/write the words next to the pictures in Picture Dictionary, pgs. 21, 30, 43</i>	Label key parts of common objects.	<i>draw a picture of your family and label the people using the target vocabulary, p. 24</i>  <i>draw a picture of the classroom/playground and label the objects, p. 30</i>  <i>Resource Sheets #1, #2, #3, #4, #5</i>
<b>Organization &amp; Focus</b>	Write a few words or phrases about an event or character from a story read by the teacher.	<i>after listening to the literature selection, make word cards for the body parts, p. 47</i>	Create simple sentences or phrases with some assistance.	<i>write a list of things needed to complete an activity, p. 32</i>  <i>dictate a caption as teacher writes it on a piece of paper; copy the caption, p. 44</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>as a group, think about steps to get ready for bed; make up a group chart story; copy the class story from the board or make up own story, p. 48</i>	Use models to write short narratives.	<i>write a sentence following a model on the board, p. 44</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>Carousel Connections: Clothing &amp; Accessories—make a book and write a sentence or a paragraph on each page, p. 15</i>

**NOTE: Guidelines for Writing—Carousel of IDEAS Level I:** Writing will consist of copying single words (as for a Picture Dictionary), or perhaps dictating or writing a one-word caption for a picture. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

<b>Early Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Organization &amp; Focus</b>	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>after listing in to the literature selection, write a story about getting ready for bed, p. 48</i>	Write short narrative stories that include elements of setting and character.	see Note, page 35 of this correlation
	Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday.”)).	<i>write sentences following a model on the board, p. 44</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	see Note, page 35 of this correlation
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	see Note, page 35 of this correlation
			Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	see Note, page 35 of this correlation
			Given a model, write a friendly letter.	see Note, page 35 of this correlation
<b>Organization &amp; Focus, Evaluation and Revision</b>	Write one to two simple sentences (e.g., “I went to the park.”)	<i>make up your own story, p. 48</i>  <i>write a story and share it with teacher/partner/small group, p. 49</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>make a counting book similar to Anno’s Counting Book and read it to a partner, p. 36</i>  <i>write a story and share it with teacher/partner/small group, p. 49</i>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting and character.	see Note, page 35 of this correlation	Narrate a sequence of events with some detail.	<i>interview a partner about what he/she likes to do best in the classroom/on playground and share the story with the class, p. 32</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>make a counting book similar to Anno's Counting Book and read it to a partner, p. 36</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	see Note, page 35 of this correlation
	Following a model, use the writing process to independently write short paragraphs of at least three lines.	see Note, page 35 of this correlation	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	see Note, page 35 of this correlation
			Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence.)	see Note, page 35 of this correlation
<b>Organization &amp; Focus</b>	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	see Note, page 35 of this correlation	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	see Note, page 35 of this correlation
	Write a friendly letter of a few lines.		Independently write a letter using detailed sentences.	

<b>Early Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting, character and events.	<a href="#">see Note, page 35 of this correlation</a>	Write a detailed summary of a story.	<a href="#">see Note, page 35 of this correlation</a>
	Use the writing process to write short paragraphs that maintain a consistent focus.	<a href="#">see Note, page 35 of this correlation</a>	Arrange compositions according to simple organizational patterns.	<a href="#">see Note, page 35 of this correlation</a>
			Independently write simple responses to literature.	<a href="#">see Note, page 35 of this correlation</a>
	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<a href="#">see Note, page 35 of this correlation</a>	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<a href="#">see Note, page 35 of this correlation</a>
	Write a formal letter.		Independently write a persuasive letter with relevant evidence.	
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using consistent standard grammatical forms, but with some rules may not be in evidence.	<a href="#">see Note, page 35 of this correlation</a>	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	<a href="#">see Note, page 35 of this correlation</a>

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Organization &amp; Focus</b>	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	see Note, page 35 of this correlation	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	see Note, p. 35 of this correlation
			Write a persuasive composition using standard grammatical forms.	see Note, p. 35 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	see Note, p. 35 of this correlation	Write narratives that describe the setting, character, objects, and events.	see Note, p. 35 of this correlation
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using correct grammatical forms.	see Note, p. 35 of this correlation	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	see Note, p. 35 of this correlation
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	see Note, p. 35 of this correlation	Independently use all of the steps of the writing process.	see Note, p. 35 of this correlation

## Writing Conventions

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<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Capitalization</b>	Use capital letters when writing own name.		Use capital letters when writing own name and at the beginning of sentences.	
<b>Punctuation</b>			Use a period at the end of a sentence.	

***NOTE: Guidelines for Writing—Carousel of IDEAS Level I:** Writing will consist of copying single words (as for a Picture Dictionary), or perhaps dictating or writing a one-word caption for a picture. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objective in the Carousel program at Levels V-VIII.*

<b>Early Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Capitalization</b>	Use capital letters to begin sentences and proper nouns.	<a href="#">see Note, p. 40 of this correlation</a>	Use capital letters to begin sentences and proper nouns.	<a href="#">see Note, p. 40 of this correlation</a>
<b>Punctuation</b>	Use a period or question mark at the end of a sentence.	<a href="#">see Note, p. 40 of this correlation</a>	Use a period at the end of a sentence, and use some commas appropriately.	<a href="#">see Note, p. 40 of this correlation</a>
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	<a href="#">see Note, p. 40 of this correlation</a>	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<a href="#">see Note, p. 40 of this correlation</a>

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>make up your own story, p. 48</i>  <i>write a story and share it with teacher/partner/small group, p. 49</i>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>make up your own story, p. 48</i>  <i>write a story and share it with teacher/partner/small group, p. 49</i>
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<i>make up your own story, p. 48</i>  <i>write a story and share it with teacher/partner/small group, p. 49</i>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<i>make up your own story, p. 48</i>  <i>write a story and share it with teacher/partner/small group, p. 49</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	see Note, p. 40 of this correlation	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	see Note, p. 40 of this correlation
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	see Note, p. 40 of this correlation	Use standard word order but may have some consistent grammatical forms, including inflections.	see Note, p. 40 of this correlation
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for some conventions (e.g., capital letters and periods).	see Note, p. 40 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	see Note, p. 40 of this correlation
	<u>ELA Spelling Standards</u> <u>Grade 1</u> 1.8 Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly.  <u>Grade 2</u> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ).	see Note, p. 40 of this correlation	<u>ELA Spelling Standards</u> <u>Grade 3</u> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patters (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g, <i>hair-hare</i> ).  1.9 Arrange words in alphabetic order.  <u>Grade 4</u> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	see Note, p. 40 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Sentence Structure, Grammar</b>	Use complete sentences and correct word order.	<a href="#">see Note, p. 40 of this correlation</a>	Use complete sentences and correct word order.	<a href="#">see Note, p. 40 of this correlation</a>
<b>Grammar</b>	Use correct parts of speech, including correct subject/verb agreement.	<a href="#">see Note, p. 40 of this correlation</a>	Use correct parts of speech, including correct subject/verb agreement.	<a href="#">see Note, p. 40 of this correlation</a>
<b>Capitalization, Punctuation, Spelling</b>	Edit writing for punctuation, capitalization, and spelling.	<a href="#">see Note, p. 40 of this correlation</a>	Edit writing for punctuation, capitalization, and spelling.	<a href="#">see Note, p. 40 of this correlation</a>
<b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>	Produce writing that demonstrates a command of the conventions of standard English.	<a href="#">see Note, p. 40 of this correlation</a>	Produce writing that demonstrates a command of the conventions of standard English.	<a href="#">see Note, p. 40 of this correlation</a>

## Reading

### Literary Response and Analysis

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<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>answer questions about the pictures in literature selection, p. 29</i>  <i>answer questions about the literature selection (e.g., “How many people are on this page? How many buildings? Are they the same?”), p. 36</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>answer questions about the pictures in literature selection, p. 29</i>  <i>answer questions about the literature selection (e.g., “How many people are on this page? How many buildings? Are they the same?”), p. 36</i>
	Draw pictures related to a work of literature identifying setting and characters.	<i>make a counting book similar to that in the literature selection (Anno’s Counting Book), p. 36</i>	Orally identify different characters and setting in simple literary texts using words or phrases.	
<b>Narrative Analysis of Grade-Level Appropriate Text</b>			Orally distinguish between fiction and non-fiction using one- or two-word responses.	
<b>Structural Features of Literature</b>			Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	

**NOTE: Guidelines for Reading—Carousel of IDEAS Level I:** *Most students at Level I are at a pre-reading stage in English. They may be able to read single words, either the target vocabulary or words they have seen many times in stories. Students may participate in choral readings using phrases or words repeated in stories, songs, or poems at this level. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.*

<b>Early Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Orally respond to stories by answering factual comprehension questions, using simple sentences.	<i>answer questions about the literature selection, p. 29, 36</i>  Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why did the little girl go to the mall? What gift did the little girl buy her grandmother for her birthday?”), p. 14</i>	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	<i>answer questions about the literature selection, p. 29, 36</i>  Carousel Connections: Pets— <i>answer questions about the story (e.g., “Do you think a carrot is food a parrot would like? What do you think a dog wants when it barks?”), p. 12</i>
			Orally identify the main events of the plot using simple sentences.	<i>read/listen to the literature selection (If You Take a Paintbrush); talk about each picture; find the three primary colors (and secondary or intermediate colors); identify key points, p. 43</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Word Analysis</i>	Recite simple poems.	Carousel Connections: Clothing & Accessories— <i>recite the poem (audiotape track 3), p. 19</i>  Carousel Connections: Pets— <i>recite the poem (audiotape track 3), p. 17</i>	Recite simple poems.	Carousel Connections: Clothing & Accessories— <i>recite the poem (audiotape track 3), p. 19</i>  Carousel Connections: Pets— <i>recite the poem (audiotape track 3), p. 17</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>	Orally identify setting and characters using simple sentences and vocabulary.	<i>read/listen to the literature selection (Blue Bug Goes to School); identify main character, and compare own classroom/playground with the one in the book, p. 29</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>read/listen to the literature selection (If You Take a Paintbrush); talk about each picture; find the three primary colors (and secondary or intermediate colors); identify key points, p. 43</i>
<b>Structural Features of Literature</b>			Orally distinguish among poetry, drama, and short stories using simple sentences.	
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>			Orally describe what a character is like by what he/she does in a selection, using simple sentences.	

**Intermediate**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level I	GRADES 3-5	Carousel of IDEAS: Level I
<p><b>Narrative Analysis of Grade-Level Appropriate Text</b></p> <p><i>Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development</i></p>	<p>Use expanded vocabulary and descriptive words for oral and written responses to simple texts.</p>	<p>see Note, pgs. 1 and 40 of this correlation</p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p>	<p>see Note, pgs. 1 and 40 of this correlation</p>
<p><b>Narrative Analysis of Grade-Level Appropriate Text</b></p> <p><i>Also are addressed in Reading Comprehension</i></p>	<p>Read simple poetry and respond to factual comprehension questions using simple sentences.</p>	<p>Carousel Connections: Pets—<i>listen/read the book Will a Parrot Eat a Carrot (in the form of a poem) and answer factual comprehension questions, p. 12</i></p>		
			<p>Apply knowledge of language to derive meaning/comprehension from literary texts.</p>	<p>see Note, p. 27 of this correlation</p>

<b>Early Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Structural Features of Literature</b>	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).		Identify and describe figurative language (e.g., similes, metaphors and personification).	
			Distinguish between literary connotations and symbols from culture to culture.	
			Read and orally identify metaphors and similes in a selection.	
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Read and orally identify literary elements of plot, setting, and characters.		Identify the motives of characters in a work of fiction.	
	Read and identify beginning, middle, and end of a story.		Recognize and describe themes stated directly in a text.	
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	
<b>Narrative Analysis of Grade-Level Appropriate Text</b>			Recognize the difference between first and third person in a literary text.	

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level I</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level I</b>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Read and respond both orally and in writing to a variety of children's literature	<i>answer questions about the literature selection, p. 29, 36</i>  <i>tell about a favorite book, p. 47</i>		
	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	<i>Carousel Connection: Clothing &amp; Accessories—create poetry, p. 15</i>	Describe the major characteristics of poetry, drama, fiction and non-fiction.	
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Compare and contrast literary elements of different authors.		Identify and evaluate the author's use of various techniques to influence readers' perspectives.	
			Recognize and describe themes stated directly or implied in literary texts.	
			Compare and contrast the motives of characters in a work of fiction.	