

**CORRELATION OF *CAROUSEL OF IDEAS PROGRAM LEVEL II*  
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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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, p. 56</i>  <i>look at Theme Picture/Poster #6 and identify the people in the picture, p. 54</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>participate on a pantomime activity (charades where you guess what the students are pretending to be), p. 78</i>  <i>role play buying fruits and vegetables at a produce stand, p. 88</i>
	Answer simple questions with one- or two-word responses.	<i>listen to riddles and respond with target vocabulary, p. 64</i>  <i>answer “yes” or “no” to questions about the IDEA picture cars, p. 63</i>	Answer simple questions with one- or two-word responses.	<i>guess what items is in the box, p. 63</i>  <i>name things pets need (e.g., water, food, a place to live), p. 81</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 and respond to commands (e.g., “Put the [picture of the] mouse under the chair.”), p. 77</i>  <i>listen to the names of animals and point to them in the picture, p. 75</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>participate on a pantomime activity (charades where you guess what the students are pretending to be), p. 78</i>  <i>listen and respond to commands (related to the literature selection) using construction-paper shapes (e.g., “Put the circle beside the window.”), p. 92</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>practice introducing people while role playing (e.g., “Grandmother, this is Ms. _____. She’s our principal.”), p. 58</i>	Independently use common social greetings and repetitive phrases (e.g., “May I go and play?”).	<i>role play introductions, p. 59</i>

***NOTE: Guidelines for Listening and Speaking—Carousel Level II:*** Listening activities will make up a majority of the activities in the Carousel of IDEAS program at Level II. At this level, students will also begin to listen as other students speak. Students should be able to name the target vocabulary and make simple positive statements following a model. They will be introduced to subject pronouns and may be able to share personal experiences, though their speech will probably contain a number of errors. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel programs at Levels V-VIII.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<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]).	<i>practice using target vocabulary in a team setting, p. 64</i>  <i>name things that pets need (e.g., food, water, a place to live), .p 81</i>	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]).	<i>share personal experiences with pets, p. 77</i>  <i>play Toss the Cube (teacher tosses a cube and student responds as follows: I like the <u>name of the fruit that appears on top of the cub.</u>), p. 90</i>
	Ask and answer questions using phrases or simple sentences.	<i>role play buying fruits and vegetables at a produce stand, p. 88</i>  <i>use magazine pictures to ask/answer questions (e.g., “Who has the oranges?” “He has the oranges.”), p. 88</i>	Ask and answer questions using phrases or simple sentences.	<i>answer questions using subject pronouns and names of shapes (e.g., “Who has the red triangle?” “He has the red triangle.”), p. 92</i>  <i>answer questions about the IDEA picture cards (e.g., “Which pets have toes?”), p. 99</i>
			Restate and execute multi-step oral directions.	<i>listen to target vocabulary as it’s named in Theme Picture/Poster #3 and match IDEA picture cards to corresponding items, p. 62</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>predict what the literature selection will be about, p. 65, 72</i>  <i>compare The Happy Day and Anno’s Counting Book—which did you like better? Why?, p. 73</i>	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	<i>name all of the animals from the literature selection, p. 72</i>  <i>describe characters in the literature selection and name types of animals, p. 83</i>
	Orally communicate basic needs (e.g., “May I get a drink?”).		Orally communicate basic needs (e.g., “May I get a drink of water?”).	
	Recite familiar rhymes, songs, and simple stories.	<i>Carousel Connections: Clothing &amp; Accessories—sing along with songs (audiotape track 4), p. 14</i>	Recite familiar rhymes, songs, and simple stories.	<i>Carousel Connections: Pets—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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Comprehension</b>	Ask and answer instructional questions using simple sentences.		Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”)	
	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 #5 and answer questions using target vocabulary, p. 53</i>  <i>listen to key phrases and respond with word gestures, p. 52</i>	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	<i>respond to questions about pictures in the literature selection (e.g., “Who is this story about?”), p. 57</i>  <i>listen while various items are pointed to and named in Theme Picture/Poster #2. Match the corresponding IDEA pictures, p. 60</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. 50 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. 50 of this correlation
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>practice introducing people while role playing (e.g., “Grandmother, this is Ms. _____. She’s our principal.”), p. 58</i>  <i>complete an introduction, p. 59</i>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>role play buying fruits and vegetables at a produce stand, p. 88</i>  <i>work in small groups role-playing introductions, p. 58-59</i>
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>predict what the literature selection will be about, p. 56, 65, 72</i>	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>retell the story (literature selection) and describe the characters, p. 66</i>  <i>describe characters in the literature selections and name the types of animals, p. 83</i>  <i>identify all the shapes in the pictures in the literature selection (Shapes, Shapes, Shapes), p. 94</i>

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Comprehension</b>	Listen attentively to stories/information, and orally identify key details and concepts.	<i>respond to questions about the pictures in the literature selection (e.g., “Who is this story about?”), p. 57</i>  <i>look at pictures of pennies, a clock, a scale, an address book and think about what these things have in common, p. 70</i>	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.	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>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell stories in greater detail including characters, setting, and plot	see Note, p. 50 of this correlation	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	see Note, p. 50 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. 50 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. 50 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. 50 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. 50 of this correlation
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	see Note, p. 50 of this correlation	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	see Note, p. 50 of this correlation
	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	see Note, p. 50 of this correlation	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	see Note, p. 50 of this correlation
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).	see Note, p. 50 of this correlation

**Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Comprehension</b>	Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.	<i>work as a group to think of possibilities of story lines (e.g., “Once upon a time, I saw ... ), p. 81</i>  <i>complete a book report as a group, p. 90</i>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	<i>look at Theme Picture/Poster #6 and identify the people in the picture, p. 54</i>  <i>respond to questions about the literature selection (e.g., “Who is this story about?”), p. 57</i>
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	see Note, p. 50 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. 50 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. 50 of this correlation	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	see Note, p. 50 of this correlation
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	see Note, p. 50 of this correlation	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	see Note, p. 50 of this correlation
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	see Note, p. 50 of this correlation	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	see Note, p. 50 of this correlation
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 50 of this correlation	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 50 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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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. 57, 94</i>  <i>read target vocabulary; first with IDEA picture cards next to the word cards; then with the pictures removed, p. 58</i>  <i>listen to a lesson on the /p/ sound and find words that begin with that sound; continue with the /b/ sound, p. 65</i>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<i>make and read a chart about pets; then fill it in, p. 79</i>  <i>find target vocabulary words in the literature selection, p. 57</i>  <i>find an IDEA word, read it, and place it next to the corresponding picture of the shape, p. 94</i>
<b>Phonemic Awareness, Decoding and Word Recognition</b>			Recognize sound/symbol relationships in own writing.	<i>Resource Sheet #6, #7, #12, #13, #14</i>  <i>write the words next to the correct picture in the Picture Dictionary, p. 57, 65, 79, 99</i>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level II:*** Students are learning the consonant sounds and should be able to read the target vocabulary at Level II of the Carousel of IDEAS program. They may be able to read a short sentence which they or members of the group have written. Students should be able to recognize selected initial consonant sounds. 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 II	GRADES 3-5	Carousel of IDEAS: Level II
<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</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><i>listen to a discussion about the /n/ sound and name other words that begin with the /n/ sound, p. 57</i></p> <p>see Note, p. 55 of this correlation</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>see Note, p. 55 of this correlation</p>

**Early Intermediate (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
	<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. 55 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><i>listen to a discussion about the /n/ sound and name other words that begin with the /n/ sound, p. 57</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>see Note, p. 55 of this correlation</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><i>listen to a discussion about the /n/ sound and name other words that begin with the /n/ sound, p. 57</i></p> <p><i>listen to a lesson on the /p/ sound and find words that begin with that sound; continue with the /b/ sound, p. 65</i></p>

**Intermediate**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<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><i>read sentences aloud from the chalkboard, p. 95</i></p> <p><i>name all of the English words learned in class and make a word cluster, p. 103</i></p> <p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</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>Carousel Connections Clothing &amp; Accessories—<i>create poems using rhyming words, p. 15</i></p> <p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p>Carousel Connections: Clothing &amp; Accessories—<i>find words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p>	<p><b>Pronounce most English phonemes correctly while reading aloud.</b></p>	<p><i>read sentence strips and fill in missing word to complete the sentence, p. 66</i></p> <p><i>read the literature selection individually, with a partner, or in small groups, p. 89</i></p> <p><i>work in pairs to put together the sentence strips in the correct order and read the sentences aloud, p. 100</i></p>

**Intermediate (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<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., Sun., Mr., St.</i>).</p>	<p>see Note, p. 55 of this correlation</p>	<p>Use common English morphemes in oral and silent reading.</p>	<p><i>read the literature selection individually, with a partner, or in small groups, p. 89</i></p> <p><i>work in pairs to put together the sentence strips in the correct order and read the sentences aloud, p. 100</i></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>see Note, p. 55 of this correlation</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, p. 20, 29, 36, 43, 47</i></p> <p><i>work in pairs to put together the sentence strips in the correct order and read the sentences aloud, p. 100</i></p> <p><i>answer questions about the IDEA cards (e.g., “Which pets have toes?”), p. 99</i> <i>Resource Sheet #6, #7, #9, #10, #11, #12, #13, #14</i></p>		



**Early Advanced**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<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>find vocabulary words in literature selection, p. 94</i></p> <p><i>read sentences aloud from chalkboard, p. 95</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p>Carousel Connections: Pets—<i>look through the literature selection for words that begin with the letter /p/, p. 14</i></p> <p><i>listen to a lesson on compound words in the target vocabulary; find words that are made up of two words (e.g., chalkboard), p. 65</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>identify final sounds in words found in the story, p. 15; 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>listen to key phrases and respond with words/gestures, p. 52; listen to key words/phrases and follow commands (e.g., “Put the scissors next to the ruler.”), p. 61</i></p> <p>see Note, p. 55 of this correlation</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</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>

**Early Advanced (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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 (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 multi-syllable 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. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p><i>listen to lesson on compound words in the target vocabulary; find words that are made up of two words (e.g., chalkboard), p. 65</i></p> <p><i>Resource Sheet #10, #11, #12, #15</i></p> <p>see Note, p. 55 of this correlation</p>		

**Early Advanced (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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>see Note, p. 55 of this correlation</p> <p><i>find target vocabulary words in literature selection, p. 57</i></p> <p><i>Resource Sheet #6, #7, #9, #10, #11, #12, #13, #14</i></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; create own rhyming words, p. 15</i></p>		

**Early Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<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., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p>see Note, p. 55 of this correlation</p> <p><i>read the sentence strips and fill in the missing words with vocabulary words, p. 66</i></p> <p>see Note, p. 55 of this correlation</p> <p><i>listen to lesson on compound words in the target vocabulary; find words that are made up of two words (e.g. chalkboard), p. 65</i></p> <p><i>Resource Sheet #7</i></p> <p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p>		

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p><i>find target vocabulary words in literature selection, p. 57</i> <i>Resource Sheet #6, #7, #9, #10, #11, #12, #13, #14</i></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; create own rhyming words, p. 15</i></p> <p>see Note, p. 55 of this correlation</p> <p><i>read literature selection, p. 89; read sentences aloud from the board, p. 95</i></p> <p>see Note, p. 6 of this correlation</p> <p><i>find words that are made up of two words (e.g., chalkboard), p. 65</i></p> <p><i>Resource Sheet #7</i></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. 55 of this correlation</p>

**Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<p><b>Decoding and Word Recognition (D/WR)</b></p>	<p><u>Grade 1 D/WR</u></p> <p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><u>Grade 2 D/WR</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>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly-flies, wife/wives</i>).</p>	<p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p>see Note, p. 55 of this correlation</p> <p><i>listen to lesson on compound words in the target vocabulary; find words that are made up of two words (e.g., chalkboard), p. 65</i></p> <p>see Note, p. 55 of this correlation</p> <p><i>Resource Sheet #10, #11, #12, #15</i></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. 55 of this correlation</p>

# 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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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. 57, 94</i></p> <p><i>play Hang Man using vocabulary words, p. 102</i></p> <p><i>Resource Sheet #7—sort words by “My Classroom” or “Classroom in the Story”</i></p> <p><i>make a shape scrapbook by identifying shapes in magazine pictures, cutting them out, and classifying/sorting them by shape, p. 93</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. 57, 94</i></p> <p><i>read the literature selection individually, with a partner, or in small groups, p. 89</i></p> <p><i>find an IDEA word, read it, then place it next to the corresponding picture of the shape, p. 94</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>practice introducing people while role playing (e.g., “e.g., “Grandmother, this is Ms. _____. She’s our principal.”), p. 58</i></p> <p><i>respond to questions using target vocabulary, p. 56</i></p> <p><i>talk about pictures of extended families (e.g., “Marie, this is your family. Is this your grandfather?”), p. 55</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>practice using target vocabulary in a team setting, p. 64</i></p> <p><i>role play buying fruits and vegetables at a produce stand, p. 88</i></p> <p><i>respond to riddles using target vocabulary (e.g., “It has four side. It has four corners. All four sides are the same length. What is it?” [square]), p. 95-96</i></p>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level II:*** Students are learning the consonant sounds and should be able to read the target vocabulary at Level II of the Carousel of IDEAS program. They may be able to read a short sentence which they or members of the group have written. Students should be able to recognize selected initial consonant sounds. 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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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 # 5 and match IDEA picture, p. 53</i>  <i>listen to key phrases and respond with words/gestures, p. 52</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>listen to key words and phrases and follow commands (e.g., “Put the scissors next to the ruler.”), p. 61</i>  <i>play Bingo, p. 62</i>  <i>play Show Me using buttons and the numerals 11-20, p. 69</i>
	Retell simple stories using drawings, words, or phrases.	<i>draw pictures [of yourself] at grandparents’ house including cousins, aunts, uncles, and other relatives</i>  <i>predict what the literature selection will be about, p. 56</i>  <i>retell what/who the story was about and describe the characters, p. 66</i>	Retell simple stories using drawings, words, or phrases.	<i>compare The Happy Day and Anno’s Counting Book—which did you like better? Why?, p. 73</i>  <i>name all of the animals from the literature selection, p. 72</i>  <i>describe the characters in the story, p. 83</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>practice introducing people while role playing, p. 58</i>  <i>practice using target vocabulary in a team setting, p. 64</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>role play buying fruits and vegetables at a produce stand, p. 88</i>  <i>answer questions about pictures (e.g., “Kim, what fruit or vegetable did you draw a picture of? Does it grow on a tree?”), p. 87</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<b>Vocabulary &amp; Concept Development (V/CD)</b>	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<i>talk about whether you liked the literature selection, and if so why, and if not, why not, p. 100</i>  <i>tell about imaginary creatures (e.g., The Little Mermaid), p. 101</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>identify all the shapes in the pictures of the literature selection (Shapes, Shapes, Shapes), p. 94</i>  <i>talk about different kinds of families—large and small—and how they love and care for each other, p. 55</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>make and read a chart about pets; then fill it in, p. 79</i> <i>read the literature selection individually, p. 89</i> <i>Resource Sheet #6, #7, #8, #9, #10, #11, #12, #13, #14, #15</i>	Read simple vocabulary, phrases, and sentences independently.	<i>find the number words that correspond to the number of animals in the story, p. 72</i> <i>Resource Sheet #6, #7, #8, #9, #10, #11, #12, #13, #14, #15</i>
	Read aloud an increasing number of English words.	<i>read the literature selection individually, with a partner, or in small groups, p. 89</i>  <i>read sentences aloud from chalkboard, p. 95</i>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	see Note, p. 67 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. 67 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. 67 of this correlation
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>write a dialogue and read it to request supplies from school personnel, p. 67</i>  <i>make a read a chart about pet; then fill it in, p. 79</i>  <i>take student-made “Shape Book” home and read/share it with a family member, p. 95</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.

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Vocabulary &amp; Concept Development</b>			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. 67 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. 67 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. 50 and p. 67 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).	<i>read sentence strips and fill in missing word to complete sentence, p. 66; listen to a lesson on compound words and find words made up of two words (e.g., chalkboard), p. 65</i>  Carousel Connections: Pets— <i>classify animals into groups (walk, swim, or fly), p. 10</i>  Carousel Connections: Clothing & Accessories— <i>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. 67 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 II	GRADES 3-5	Carousel of IDEAS: Level II
<p><b>Vocabulary &amp; Concept Development (V/CD)</b></p> <p><i>Also are addressed in Listening &amp; Speaking</i></p>	<p>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).</p> <p><u>ELA Standards</u> <u>Kindergarten V/CD</u></p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>Carousel Connections: Clothing &amp; Accessories—<i>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></p> <p><i>respond to questions using target vocabulary, p. 56</i></p> <p><i>look at photographs of school personnel and name the people and their job titles, p. 54</i></p> <p><i>talk about pictures of extended families, p. 55</i></p>	<p>Use content-related vocabulary in discussions and reading.</p>	<p>Carousel Connections: Clothing &amp; Accessories—<i>participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i></p> <p><i>work with a parent to draw a route showing how to get from the entrance of the school to the classroom (on school map), p. 74</i></p> <p><i>complete a book report as a group, p. 90</i></p>
	<p>Apply knowledge of content-related vocabulary to discussions and reading.</p>	<p>Carousel Connections: Pets—<i>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></p> <p><i>retell the story from the literature selection describing the characters, p. 66</i></p>		
<p><b>Vocabulary &amp; Concept Development, Decoding &amp; Word Recognition</b></p>	<p>Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).</p>	<p>see Note, p. 67 of this correlation</p>	<p>Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p>	<p>see Note, p. 67 of this correlation</p>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
Vocabulary & Concept Development (V/CD)			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	see Note, p. 67 of this correlation
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	see Note, p. 67 of this correlation	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).	see Note, p. 67 of this correlation
	Use simple prefixes and suffixes when attached to known vocabulary	see Note, p. 67 of this correlation	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	see Note, p. 67 of this correlation
	<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> ).	see Note, p. 67 of this correlation		
			Use standard dictionary to find the meanings of known vocabulary.	see Note, p. 67 of this correlation
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird.”)	see Note, p. 67 of this correlation
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	see Note, p. 67 of this correlation	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	see Note, p. 67 of this correlation
			Use some common idioms in discussions and reading (e.g., “scared silly”).	see Note, p. 67 of this correlation
		Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	see Note, p. 67 of this correlation	

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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.	see Note, p. 67 of this correlation  see Note, p. 67 of this correlation	Apply knowledge of common roots and affixes when attached to known vocabulary.	see Note, p. 67 of this correlation
	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.	see Note, p. 67 of this correlation  see Note, p. 67 of this correlation	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	see Note, p. 67 of this correlation
	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.	see Note, p. 67 of this correlation  see Note, p. 67 of this correlation	Apply knowledge of academic and social vocabulary to achieve independent reading.	see Note, p. 67 of this correlation
			Use common idioms, some analogies and metaphors in discussion and reading.	see Note, p. 67 of this correlation
			Use a standard dictionary to determine meaning of unknown words.	see Note, p. 67 of this correlation
	Read narrative and texts aloud with appropriate pacing, intonation, and expression.	see Note, p. 67 of this correlation	Read narrative and expository text aloud with appropriate pacing, intonation, and expression.	see Note, p. 67 of this correlation

**Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<p><b>Decoding and Word Recognition (D/WR)</b></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 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>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p>	<p>see Note, p. 67 of this correlation</p> <p><i>read sentence strips and fill in the missing word to complete the sentence, p. 66</i></p> <p><i>Resource Sheet #6, #7, #9, #10, #11, #12, #13, #14</i></p> <p>see Note, p. 67 of this correlation</p> <p>see Note, p. 67 of this correlation</p> <p><i>read the literature selection with a partner, p. 21</i></p> <p><i>find target vocabulary words in the literature selection, p. 21</i></p> <p>see Note, p. 67 of this correlation</p> <p>Carousel Connection: Pets &amp; Clothing &amp; Accessories—<i>read</i> Will a Parrot eat a Carrot? <i>and</i> “Lost: One Dad!”</p> <p><i>Resource Sheet #1, #2, #3, #4, #5</i></p>		

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<b>Decoding and Word Recognition (D/WR)</b>	1.15 Read common word families (e.g., -ite, -ate).	see Note, p. 67 of this correlation		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	see Note, p. 67 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. 67 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. 67 of this correlation		
	1.3 Decode two-syllable nonsense words and regular multisyllable words.	<i>listen to a lesson on compound words in the target vocabulary; find words that are made up of two words (e.g., chalkboard), p.65</i>		
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	see Note, p. 67 of this correlation			
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	<i>Resource Sheet #10, #11, #12, #15</i>			

# Reading

## Reading Comprehension

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<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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>listen to a literature selection related to topic (Shapes, Shapes, Shapes), p. 94</i>  <i>listen and respond to commands using construction-paper shapes (e.g., “Put the circle beside the window.”), p. 92</i>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<i>respond to questions about the literature selection (e.g., “Who is this story about?”), p. 57</i>  <i>find target vocabulary words in the literature selection, p. 57</i>	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., “brown bear”).	<i>listen to the literature selection and identify vocabulary words, p. 72</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>draw pictures of extended family members, p. 53</i> <i>draw pictures of the classroom and playground including all the target vocabulary, p. 63</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>listen to information about Theme Picture/Poster # 7 and answer questions using target vocabulary, p. 75</i>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<i>listen to the names of animals; color the animals; then cut them out, p.75</i>  <i>play Bingo by listening for a word and putting a mark on it, p. 75</i>

**NOTE: Guidelines for Reading—Carousel of IDEAS Level II:** *Students are learning the consonant sounds and should be able to read the target vocabulary at Level II of the Carousel of IDEAS program. They may be able to read a short sentence which they or members of the group have written. Students should be able to recognize selected initial consonant sounds. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.*

**Beginning (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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.	<p><i>respond to questions about pictures in the literature selection , p. 57</i></p> <p>Carousel Connections: Clothing &amp; 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></p>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<p><i>tell who the story was about and describe the characters in the literature selection, p. 66</i></p> <p><i>identify vocabulary words in the literature selection, p. 72</i></p> <p><i>name all of the animals in the literature selection, p. 72</i></p>
			Identify the main idea in a story read aloud using key words and/or phrases.	<p><i>look at the cover of the literature selection and predict what the story will be about, p. 72</i></p> <p><i>describe the characters in the literature selection, p. 83</i></p>
			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</i>

**Early Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Comprehension</b>	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	<i>respond to questions about pictures in the literature selection (e.g., “Who is this story about?”), p. 57</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>predict what the literature selection will be about, p. 56</i>  <i>describe characters in the story and name the types of animals, p. 83</i>
	Draw and label pictures related to a story topic or own experience.	<i>make signs to label classroom and playground items, p. 65</i>  <i>write a caption for a picture of fruit, p. 90</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>listen and respond to commands using construction-paper shapes (e.g., “Put the circle beside the window.”), p. 92</i>  <i>close your eyes, reach in a box, and try to name the shape you choose, p. 94</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>look at the outline of a simple book report on the board, and complete the book report as a group, p. 89</i>  <i>work in pairs to put together sentence strips in the correct order then practice reading the sentences aloud, p. 100</i>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Orally identify the basic sequence of text read to them using key words or phrases.	<i>respond to questions about the literature selection, p. 57</i>  <i>predict what the literature selection will be about, p. 56</i>	Orally identify the basic sequence of written text using simple sentences.	<i>describe the sentence of a particular produce item as it goes from farm to grocery store, p. 87</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.	<i>compare The Happy Day and Anno’s Counting Book—which did you like better? Why?, p. 73</i>  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</i>

**Early Intermediate (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b>			Orally identify examples of fact/opinion in familiar texts read to them.	<i>talk about whether you liked the literature selection, and if so why—if not, why not, p. 66</i>

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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>predict what the literature selection will be about, p. 56, 65, 72</i>  <i>Find the number words that correspond to the number of animals in the story, p. 72</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.”)	<i>compare The Happy Day and Anno’s Counting Book, p. 73</i>  <i>tell who the literature selection is about and describe the characters, p. 66</i>
	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</i>	Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	see Note, p. 76 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.	<b>Carousel Connections: Clothing &amp; Accessories—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</b>	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	<i>predict what the literature selection will be about, p. 56, 65, 72</i>  <i>describe the characters in the story and name the types of animals, p. 83</i>
<b>Comprehension</b>	Write captions of words or phrases for drawings related to a story.	<i>write captions for a picture, p. 59</i> <i>draw a picture and copy/write sentences and phrases to go with them, p. 81</i>  <b>Carousel Connections: Clothing &amp; Accessories—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</b>	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	<b>Carousel Connections: Pets—discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</b>
	Understand and follow some multi-step directions for classroom-related activities.	<i>make a consonant book by writing a consonant at the bottom of a piece of paper and drawing a picture to illustrate the sound, p. 57</i>  <b>Carousel Connections: Clothing &amp; Accessories—follow directions to learn how to tie a tie/scarf, p. 15</b>	Understand and follow some multi-step directions for classroom-related activities.	<i>make Bingo boards by listening to directions (e.g., “Find the picture of the drinking fountain. Color it, cut it out, and paste it between the pictures of the library and office.”), p. 62</i>  <b>Carousel Connections: Pets—follow multi-step directions to come up with a list of traits for a pet, p. 11</b>
<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, p. 76 of this correlation

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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.	<i>Carousel Connections: Clothing &amp; Accessories—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>	Describe main ideas and supporting details of a text.	<i>tell who the literature selection is about and describe the characters, p. 66</i>
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	<i>compare The Happy Day and Anno’s Counting Book, p. 73</i>	Generate and respond to comprehension questions related to the text.	<i>compare The Happy Day and Anno’s Counting Book, p. 73</i>
	Write a brief story summary (three or four complete sentences).	<i>write a sample book report, p. 89</i>	Describe relationships between text and their experience.	<i>Carousel Connections: Pets—share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i>  <i>Carousel Connections: Clothing &amp; Accessories—share experiences in a mall/buying gifts for family and friends, p. 14</i>
<b>Comprehension</b>	Read and use basic text features such as title, table of contents, and chapter headings.	<i>see Note, p. 76 of this correlation</i>	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	<i>see Note, p. 76 of this correlation</i>
<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.	<i>see Note, p. 76 of this correlation</i>	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	<i>see Note, p. 76 of this correlation</i>
			Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	<i>see Note, p. 76 of this correlation</i>

Early Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
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>

**Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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, pgs. 50 and 76 of this correlation	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.	see Note, pgs. 50 and 76 of this correlation
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b>			Describe main ideas and supporting details, including supporting evidence.	see Note, pgs. 50 and 76 of this correlation
	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	see Note, pgs. 50 and 76 of this correlation	Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text.	see Note, p. 76 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, p. 76 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, p. 76 of this correlation

## Writing Strategies and Applications

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Penmanship</b>	Copy the English alphabet legibly.	<i>students are asked to write/copy words throughout Level II</i>	Write the English alphabet legibly.	<i>students are asked to write/copy words throughout Level II</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. 57, 66, 72, 83, 89, 100</i> <i>copy/write the words next to the pictures in Picture Dictionary, pgs. 57, 65, 72, 79, 99</i>	Label key parts of common objects.	<i>make signs to label classroom and playground items, p. 65</i> <i>Label shape pictures, p. 94</i> <i>Resource Sheet #7, #10, #11, #12, #13, #14, #15</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>write a simple book report, p. 89</i>	Create simple sentences or phrases with some assistance.	<i>write a caption for a picture of fruit, p. 90</i> <i>write a description of the picture of an imaginary creature, p. 101</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>Make a “Shape Book” by writing sentences and illustrating them, p. 95</i> <i>work as a group to think of possibilities for story lines (e.g., Once upon a time, I saw ... ), p. 81</i>	Use models to write short narratives.	<i>copy sentences and phrases and draw pictures to go with them, p. 81</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>work as a group to think of possibilities for story lines (e.g., Once upon a time, I saw ... ), p. 81</i>  <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 II:** Students’ writing should consist of one-word or two-word captions for pictures at Level II. They should be able to dictate simple sentence captions, perhaps following a model, such as, “This is a cat.” 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 II	GRADES 3-5	Carousel of IDEAS: Level II
<b>Organization &amp; Focus</b>	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>write a simple book report, p. 89</i>	Write short narrative stories that include elements of setting and character.	<i>write a dialogue and role play the dialogue, p. 67</i>
	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>make signs to label classroom and playground items, p. 65</i>  <i>complete sentence strips with missing vocabulary words, p. 66</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	see Note, p. 76 of this correlation
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	<i>write a simple book report, p. 89</i>
			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, p. 76 of this correlation
			Given a model, write a friendly letter.	see Note, p. 76 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>write a description about an imaginary creature, p. 101</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>write a simple book report, p. 89</i>

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting and character.	<i>write a dialogue and role play the dialogue, p. 67</i>  <i>write a description about an imaginary creature, p. 101</i>	Narrate a sequence of events with some detail.	<i>predict what the literature selection will be about, p. 56, 65</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>write a simple book report, p. 89</i>  <i>make a “Shape book” by writing sentences and illustrating them, p. 95</i>  <i>write a description about an imaginary creature, p. 101</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>write a simple book report, p. 89</i>  <i>make a “Shape book” by writing sentences and illustrating them, p. 95</i>  <i>write a description of an imaginary creature, p. 101</i>
	Following a model, use the writing process to independently write short paragraphs of at least three lines.	<i>write a simple book report, p. 89</i>  <i>make a “Shape book” by writing sentences and illustrating them, p. 95</i>  <i>write a description about an imaginary creature, p. 101</i>	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	see Note, p. 76 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, p. 76 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).	<i>make a number book by writing a numeral on each page (11-20) and a corresponding number of objects, p. 69</i>	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	see Note, p. 76 of this correlation
	Write a friendly letter of a few lines.	see Note, p. 76 of this correlation	Independently write a letter using detailed sentences.	see Note, p. 76 of this correlation

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting, character and events.	<i>write a description of an imaginary creature, p. 101</i>	Write a detailed summary of a story.	see Note, p. 76 of this correlation
	Use the writing process to write short paragraphs that maintain a consistent focus.	see Note, p. 76 of this correlation	Arrange compositions according to simple organizational patterns.	see Note, p. 76 of this correlation
			Independently write simple responses to literature.	<i>write a simple book report, p. 89</i>
	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	see Note, p. 76 of this correlation	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	see Note, p. 76 of this correlation
	Write a formal letter.	see Note, p. 76 of this correlation	Independently write a persuasive letter with relevant evidence.	see Note, p. 76 of this correlation
<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.	see Note, p. 76 of this correlation	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	see Note, p. 76 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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, p. 76 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. 76 of this correlation
			Write a persuasive composition using standard grammatical forms.	see Note, p. 76 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	see Note, p. 76 of this correlation	Write narratives that describe the setting, character, objects, and events.	see Note, p. 76 of this correlation
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using correct grammatical forms.	see Note, p. 76 of this correlation	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	see Note, p. 76 of this correlation
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	see Note, p. 76 of this correlation	Independently use all of the steps of the writing process.	see Note, p. 76 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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Capitalization</b>	Use capital letters when writing own name.	<i>students are writing simple sentences throughout Level II using capital letters and punctuation</i>	Use capital letters when writing own name and at the beginning of sentences.	<i>students are writing simple sentences throughout Level II using capital letters and punctuation</i>
<b>Punctuation</b>			Use a period at the end of a sentence.	<i>students are writing simple sentences throughout Level II using capital letters and punctuation</i>

***NOTE: Guidelines for Writing—Carousel of IDEAS Level II:*** Students’ writing should consist of one-word or two-word captions for pictures at Level II. They should be able to dictate simple sentence captions, perhaps following a model, such as, “This is a cat.” 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 II	GRADES 3-5	Carousel of IDEAS: Level II
<b>Capitalization</b>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level II using capital letters and punctuation</i>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level II using capital letters and punctuation</i>
<b>Punctuation</b>	Use a period or question mark at the end of a sentence.	<i>students are writing simple sentences throughout Level II using capital letters and punctuation</i>	Use a period at the end of a sentence, and use some commas appropriately.	<i>students are writing simple sentences throughout Level II using capital letters and punctuation</i>
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	see Note, p. 89 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	see Note, p. 89 of this correlation

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<p><i>write a description about an imaginary creature, p. 101</i></p> <p><i>write a simple book report, p. 89</i></p> <p><i>write a dialogue and role play the dialogue, p. 67</i></p>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<p><i>write a description about an imaginary creature, p. 101</i></p> <p><i>write a simple book report, p. 89</i></p> <p><i>write a dialogue and role play the dialogue, p. 67</i></p>
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<i>write a caption for a picture of fruit, p. 90</i>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<i>write a caption for a picture of fruit, p. 90</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level II	GRADES 3-5	Carousel of IDEAS: Level II
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	see Note, p. 89 of this correlation	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	see Note, p. 89 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. 89 of this correlation	Use standard word order but may have some consistent grammatical forms, including inflections.	see Note, p. 89 of this correlation
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for some conventions (e.g., capital letters and periods).	see Note, p. 89 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	see Note, p. 89 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. 89 of this correlation   <i>write captions for a picture, p. 59</i>  <i>write a dialogue and role play the dialogue, p. 67</i>  <i>write a simple book report, p. 89</i>	<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. 89 of this correlation           see Note, p. 89 of this correlation           see Note, p. 89 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Sentence Structure, Grammar</b>	Use complete sentences and correct word order.	<i>write a simple book report, p. 89</i>	Use complete sentences and correct word order.	<i>write a simple book report, p. 89</i>
<b>Grammar</b>	Use correct parts of speech, including correct subject/verb agreement.	see Note, p. 89 of this correlation	Use correct parts of speech, including correct subject/verb agreement.	see Note, p. 89 of this correlation
<b>Capitalization, Punctuation, Spelling</b>	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 89 of this correlation	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 89 of this correlation
<b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>	Produce writing that demonstrates a command of the conventions of standard English.	see Note, p. 89 of this correlation	Produce writing that demonstrates a command of the conventions of standard English.	see Note, p. 89 of this correlation

## 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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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>respond to questions about pictures in the literature selection, p. 57</i>  <i>tell who the literature selection is about and describe the characters, p. 66</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>respond to questions about pictures in the literature selection, p. 57</i>  <i>tell who the literature selection is about and describe the characters, p. 66</i>
	Draw pictures related to a work of literature identifying setting and characters.	<i>make a “Shape Book” like the literature selection, p. 95</i>  <i>make pictures of imaginary creatures, p. 101</i>	Orally identify different characters and setting in simple literary texts using words or phrases.	<i>tell who the literature selection is about and describe the characters, p. 66</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>			Orally distinguish between fiction and non-fiction using one- or two-word responses.	<i>see Note below</i>
<b>Structural Features of Literature</b>			Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<i>see Note below</i>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level II:*** *Students are learning the consonant sounds and should be able to read the target vocabulary at Level II of the Carousel of IDEAS program. They may be able to read a short sentence which they or members of the group have written. Students should be able to recognize selected initial consonant sounds. 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 II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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. 66</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. 66</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>compare The Happy Day and Anno’s Counting Book, p. 73</i>  <i>look at the cover of the literature selection and predict what the story will be about, p. 72</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>compare The Happy Day and Anno’s Counting Book, p. 73</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>compare The Happy Day and Anno’s Counting Book, p. 73</i>
<b>Structural Features of Literature</b>			Orally distinguish among poetry, drama, and short stories using simple sentences.	see Note, p. 94 of this correlation
<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.	<i>tell who the literature selection is about and describe the characters, p. 66</i>

**Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<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>	Use expanded vocabulary and descriptive words for oral and written responses to simple texts.	see Note, pgs. 50 and 89 of this correlation	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	see Note, pgs. 50 and 89 of this correlation
<p><b>Narrative Analysis of Grade-Level Appropriate Text</b></p> <p><i>Also are addressed in Reading Comprehension</i></p>	Read simple poetry and respond to factual comprehension questions using simple sentences.	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>		
			Apply knowledge of language to derive meaning/comprehension from literary texts.	see Note, p. 76 of this correlation

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</b>
<b>Structural Features of Literature</b>	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	see Note, pgs. 50 and 89 of this correlation	Identify and describe figurative language (e.g., similes, metaphors and personification).	see Note, pgs. 50 and 89 of this correlation
			Distinguish between literary connotations and symbols from culture to culture.	see Note, pgs. 50 and 89 of this correlation
			Read and orally identify metaphors and similes in a selection.	see Note, pgs. 50 and 89 of this correlation
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Read and orally identify literary elements of plot, setting, and characters.	see Note, pgs. 50 and 89 of this correlation	Identify the motives of characters in a work of fiction.	see Note, pgs. 50 and 89 of this correlation
	Read and identify beginning, middle, and end of a story.	see Note, pgs. 50 and 89 of this correlation	Recognize and describe themes stated directly in a text.	see Note, pgs. 50 and 89 of this correlation
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	see Note, pgs. 50 and 89 of this correlation
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	see Note, pgs. 50 and 89 of this correlation
<b>Narrative Analysis of Grade-Level Appropriate Text</b>			Recognize the difference between first and third person in a literary text.	see Note, pgs. 50 and 89 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level II</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level II</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>write a simple book report, p. 89</i>		
<b>Structural Features of Literature</b>	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.	see Note, pgs. 50 and 89 of this correlation
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Compare and contrast literary elements of different authors.	<i>compare The Happy Day and Anno’s Counting Book, p. 73</i>	Identify and evaluate the author’s use of various techniques to influence readers’ perspectives.	see Note, pgs. 50 and 89 of this correlation
			Recognize and describe themes stated directly or implied in literary texts.	see Note, pgs. 50 and 89 of this correlation
			Compare and contrast the motives of characters in a work of fiction.	see Note, pgs. 50 and 89 of this correlation