

**CORRELATION OF *CAROUSEL OF IDEAS PROGRAM LEVEL III*  
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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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 riddles using target vocabulary (e.g., “You go to see her. A nurse helps her. She helps you when you are sick. Who is she?” [doctor]), p. 109</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>compare Theme Pictures/Posters #10 and #11, p. 107</i>  <i>pantomime an occupation/guess an occupation being pantomimes, p. 113</i>
	Answer simple questions with one- or two-word responses.	<i>choose an IDEA picture and tell what the person is doing, p. 112</i>  <i>respond to questions about pictures in the literature selection (e.g., “What was this story about?”)</i>	Answer simple questions with one- or two-word responses.	<i>talk about the results of a graphing activity (e.g., Which occupations did most people choose first?”), p. 111</i>  <i>compare Theme Pictures/Posters #10 and #11, p. 107</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>match IDEA pictures to the corresponding person in Theme Picture/ Poster #10, p. 107</i>  <i>listen to directions and arrange pictures (e.g., “Put the astronaut on the left side of the table.”), p. 107</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>practice identifying target vocabulary by listening to commands and responding (e.g., “Put the barber next to the astronaut.”), p. 107</i>  <i>participate in an “Occupation Costume Party,” p. 114</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.”).		Independently use common social greetings and repetitive phrases (e.g., “May I go and play?”).	

***NOTE: Guidelines for Listening and Speaking—Carousel Level III:*** Listening continues to play an important role in the lesson sequences at Level III. Student will listen as the teacher presents the activities in the lessons, gives classroom directions, uses greetings, and reads literature selections. Students will also listen to one another as they share experiences and engage in conversation. They should be able to name the target vocabulary and use the words in sentences, emphasizing the present progressive tense. They also should be able to make negative statements, engage in spontaneous conversations with other students, and be able to communicate information, such as their own name, address, and telephone number, and carry on a short telephone conversation. 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 III	GRADES 3-5	Carousel of IDEAS: Level III
<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>talk about pictures in the literature selection, p. 110</i>  <i>talk about the results of a graphing activity, p. 111</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>dictate a letter to the teacher following a model, p. 114</i>  <i>dictate a sentence about each occupation to the teacher; then copy it, p. 115</i>
	Ask and answer questions using phrases or simple sentences.	<i>talk about whether or not you liked the literature selection—if yes, why? If no, why not?, p. 110, 138</i>  <i>predict what the literature selection will be about, p. 110, 131</i>  <i>look at Theme Picture/Poster #14 and answer questions (e.g., “This is a cafeteria. Is it like the one at our school?”), p. 144</i>	Ask and answer questions using phrases or simple sentences.	<i>participate in a discussion about thermometers/temperature, p. 129</i>  <i>talk about ways to estimate how old someone is, p. 128</i>  <i>make up riddles/clues for target vocabulary words—the student who guesses correctly makes up clues for another student to complete, p. 137</i>
			Restate and execute multistep oral directions.	<i>listen to riddles and respond using target vocabulary, p. 109</i>  <i>pantomime a situation/guess the occupation being pantomimed, p. 113</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. 110</i>  <i>tell what the literature selection is about after teacher reads it, p. 110</i>	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	<i>find the counting rhyme in the literature selection (The Midnight Farm), p. 138</i>  <i>tell what the literature selection is about after teacher reads it, p. 110</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>find the counting rhyme in the literature selection (The Midnight Farm), p. 138</i>  Carousel Connections: Clothing & Accessories— <i>sing along with songs (audiotape track 4), p. 14</i>	Recite familiar rhymes, songs, and simple stories.	<i>find the counting rhyme in the literature selection (The Midnight Farm), p. 138</i>  Carousel Connections: Pets— <i>sing along with songs ( audiotape track 4), p. 13</i>

**Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Comprehension</b>	Ask and answer instructional questions using simple sentences.	<i>take farm pictures home and work with parents to add additional farm animals, p. 134</i>	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”)	<i>play a path-type game in small groups using Activity Pictures as draw cards, p. 137</i>
	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>cut out pictures as they are name, p. 107</i>  <i>draw a picture of the occupation that was described, p. 109</i>	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>listen and respond to commands using the IDEA pictures, p. 156</i>  <i>listen to questions about target vocabulary (e.g., “Raise your hand if we eat this for lunch.”), p. 156</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. 99 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. 99 of this correlation
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>play a game, such as May I Have It? (e.g., “May I have the skirt, please? Thank you. You’re welcome.”), p. 118</i>  <i>pretend to be in a department store buying clothes, p. 125</i>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>practice ordering from a menu by role playing waiters/customers, p. 158</i>  <i>share experience with eating in restaurants, p. 158</i>
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>talk about whether or not you liked the literature section, p. 121</i>  <i>look at the pictures in the literature selection and predict what the story will be about, p. 149</i>	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>draw a picture of yourself in the cafeteria line and tell about the picture, p. 146</i>  <i>practice target vocabulary by talking about what other students are wearing, p. 124</i>

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Comprehension</b>	Listen attentively to stories/ information, and orally identify key details and concepts.	<i>look at the pictures in the literature selection and predict what will happen next, p. 121</i>  <i>listen to riddles and respond using target vocabulary, p. 136</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?”)</i> , p. 14
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell stories in greater detail including characters, setting, and plot	<i>talk about the literature selection by describing the main characters and telling how the story relates to the topic of clothing and accessories, p. 121</i>  <i>retell the story (Pancakes for Breakfast) in own words, p. 157</i>	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	<i>talk about the literature selection by describing the main characters and telling how the story relates to the topic of clothing and accessories, p. 121</i>
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	see Note, p. 99 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. 99 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.	<i>take turns talking about students’ native foods, p. 151</i>  <i>talk about how one feels (as “feels” relates to nutrition), p. 145</i>	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	<i>play the part of a shopper in a dialogue using target vocabulary, expressions, and commands, p. 125</i>
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	see Note, p. 99 of this correlation	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	see Note, p. 99 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. 99 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. 99 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. 99 of this correlation

**Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Comprehension</b>	Listen attentively to stories/ information on new topics and identify both orally and in writing key details and concepts.	<i>draw a picture and write an original sentence, p. 152</i>  <i>write a “how to” experiment, p. 147</i>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	<i>respond to questions about the literature selection (e.g., “What was this story about?”), p. 110</i>  <i>look at the pictures in the literature selection and talk about the coins and combinations of coins shown for each numeral, p. 131</i>
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	see Note, p. 99 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. 99 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. 99 of this correlation	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	see Note, p. 99 of this correlation
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	see Note, p. 99 of this correlation	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	see Note, p. 99 of this correlation
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	see Note, p. 99 of this correlation	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	see Note, p. 99 of this correlation
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 99 of this correlation	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 99 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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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>review the /p/ and /s/ sounds and find words that begin with these sounds, p. 157</i>  <i>find words in the literature selection that begin with the /p/ and /s/ sounds, p. 157</i>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<i>listen to introduction of the /j/, /s/, and /ng/ sounds and think of other words that begin/end with these sounds, p. 120</i>  <i>find the counting rhyme in the literature selection (The Midnight Farm), p. 138</i>
<b>Phonemic Awareness, Decoding and Word Recognition</b>			Recognize sound/symbol relationships in own writing.	<i>Resource Sheet #16, #17, #18, #19, #20, #21, #22, #23, #24, #25, #26, #27</i>  <i>label pictures with the names of occupations, p. 115</i>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level III:*** Students should be able to read the target vocabulary, short, simple sentences from the literature selections, or ones they have dictated or written. They should be able to recognize additional 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 III	GRADES 3-5	Carousel of IDEAS: Level III
<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>Carousel Connections: Pets—<i>look through literature book and find words that begin with the letter “p”—write the word and draw a small picture that illustrates its meaning, p. 14 (Focus on Phonics)</i></p> <p>Carousel Connections: Pets—<i>listen to a discussion on rhyming words and find other rhyming words in the story, p. 14;</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>find the counting rhyme in the literature selection, p. 138</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>identify final sounds in words found in the story, p. 14</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>look for words that begin with the letter /p/, p. 136</i></p> <p><i>listen to a lesson on the /r/ sound; find other words and names that begin with the same sound (continue with the /h/ and /g/ sounds), p. 136</i></p> <p><i>find target vocabulary words in the literature selection, p. 110</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><i>find the counting rhyme in the literature selection, p. 138</i></p> <p><i>find target vocabulary words in the literature selection, p. 110</i></p>

**Early Intermediate (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
	<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. 104 of this correlation</p> <p>Carousel Connections: Pets—<i>listen to a discussion on rhyming words and find other rhyming words in the story, p. 14</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>find the counting rhyme in the literature selection, p. 138</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: Clothing &amp; Accessories—<i>look for words that begin with the letter /p/, p. 14</i></p> <p><i>review the /h/ and /t/ sounds and think of other words that start with these sounds, p. 147</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><i>read the IDEA word cards aloud as a class, p. 120</i></p> <p><i>read the IDEA numeral cards and number word cards aloud, p. 130</i></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 an introduction of the /c/ sound and find words in the pocket chart that start with /c/, p. 110</i></p> <p><i>review the /h/ and /t/ sounds and think of other words that start with these sounds, p. 147</i></p>

**Intermediate**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<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></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><u>Grade 1 P.A.</u></p> <p>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 "Occupation Book" to a friend or in a small group, p. 115</i></p> <p><i>read the IDEA words aloud as a class, p. 120</i></p> <p>see Note, p. 104 of this correlation</p> <p>see Note, p. 104 of this correlation</p> <p>Carousel Connections: Clothing &amp; Accessories—create rhyming words by <i>finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>create poems using rhyming words, p. 15</i></p> <p><i>create a counting rhyme, individually or with a partner, p. 138</i></p> <p>see Note, p. 104 of this correlation</p> <p>see Note, p. 104 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>Pronounce most English phonemes correctly while reading aloud.</p>	<p><i>read the IDEA numeral cards and number word cards aloud, p. 130</i></p> <p><i>think of other words that start with the same letter as other students' city or state, p. 164</i></p>

**Intermediate (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Grade 2 D/WR</u> 1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<p><i>Resource Sheet #16, #17, #18, #19, #21, #22, #23, #24, #25, #26, #27</i></p> <p>see Note, p. 104 of this correlation</p>	<p>Use common English morphemes in oral and silent reading.</p>	<p><i>read "Occupation Book" to a friend or in a small group, p. 115</i></p> <p><i>read the IDEA words aloud as a class, p. 120</i></p> <p><i>Resource Sheet #16</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><i>hold up the appropriate letter as it's named, p. 160</i></p> <p><i>sing alphabet song while pointing to the letters on the alphabet strip, p. 160</i></p> <p><i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i></p> <p><i>Resource Sheet #16, #17, #18, #19, #20, #21, #22, #23, #24, #25, #26, #27</i></p> <p><i>look at food labels from cans, boxes, and other foods to see what the foods contain, p. 150</i></p> <p><i>read a menu and practice ordering, p. 158</i></p>		

Intermediate (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
Concepts about Print (CaP)	<p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p><u>Grade 1 CaP</u></p> <p>1.1 Match oral words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p><i>find target vocabulary words in the literature selection, p. 110</i></p> <p><i>find words in the literature selection that begin with the /p/ and /s/ sounds, p. 157</i></p> <p><i>Resource Sheet #16, #17, #18, #19, #20, #21, #22, #23, #24, #25, #26, #27</i></p> <p><i>listen to riddles and use target vocabulary for answers, p. 136</i></p> <p><i>listen to a lesson on the /r/ sound; find other words and names that begin with the same sound, p. 136</i></p> <p><i>Resource Sheet #27</i></p> <p><i>find target vocabulary words in the literature selection, p. 110</i></p> <p><i>copy a model sentence from the board and bill in the appropriate occupation, p. 115</i></p>		

**Early Advanced**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<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>listen to a lesson on the /c/ sound and find words that start with /c/, p. 110</i></p> <p><i>listen to a lesson on the /j/, /s/, and /ng/ sounds and think of other words that begin/end with these sounds, p. 120</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>read the IDEA word cards aloud, p. 120</i></p> <p><i>read the IDEA numeral cards and number word cards aloud, p. 130</i></p> <p><i>listen to a lesson on the /j/, /s/, and /ng/ sounds and think of other words that begin/end with these sounds, p. 120</i></p> <p><i>listen to directions and arrange pictures (e.g., “Put the astronaut on the left side of the table.”), p. 107</i></p> <p>see Note, p. 104 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)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) (cont.)</b></p>	<p>ELA Standards (cont.) <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 multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><i>find target vocabulary words in the literature selection, p. 110</i></p> <p><i>read a chart about target vocabulary and answer questions, p. 138</i></p> <p><i>listen to riddles and guess vocabulary word that riddles describe (target vocabulary includes multi-syllable words), p. 109</i></p> <p><i>Resource Sheets #18, #19, #25 (e.g., socks, glasses, sheep, strawberries)</i></p> <p>see Note, p. 104 of this correlation</p>		

**Early Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<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. 104 of this correlation</p> <p><i>find target vocabulary words in the literature selection, p. 110</i></p> <p><i>Resource Sheet #16, #17, #18, #19, #20, #21, #22, #23, #24, #25, #26, #27</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><i>think of words that start with the same letter as other students' city or state, p. 164</i></p>		

**Early Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p>see Note, p. 104 of this correlation</p> <p><i>read sentences on the board and find the one questions are referring to (e.g., "Find the sentence that tells what chickens give us and read it aloud.")</i>, p. 139</p> <p>see Note, p. 104 of this correlation</p> <p><i>Resource Sheet #17 (e.g., cowboy, firefighter)</i></p> <p><i>Resource Sheet #18 (e.g., necklace, underwear)</i></p> <p><i>Resource Sheet #25 (e.g., popcorn, watermelon)</i></p> <p>see Note, p. 104 of this correlation</p> <p>see Note, p. 104 of this correlation</p> <p>see Note, p. 104 of this correlation</p>		

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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> 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> 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><i>read a chart about target vocabulary and answer questions, p. 138</i></p> <p>Carousel Connections: Pets—<i>Home Connection Activity Sheets #1, #2</i></p> <p>see Note, p. 104 of this correlation</p> <p><i>answer questions by reading appropriate sentence on the board, p. 138</i></p> <p><i>copy model sentences and complete them, p. 149</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. 104 of this correlation</p> <p><i>read food labels from cans, boxes, and other foods to see what the foods contain, p. 150</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>Resource Sheet #3</i></p> <p>see Note, p. 104 of this correlation</p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in context areas.</p>	<p>see Note, p. 104 of this correlation</p>

**Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<p><b>Decoding and Word Recognition (D/WR)</b></p>	<p><u>Grade 1 D/WR</u>                      1.13 Read compound words and contractions.</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>                      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><i>Resource Sheet #17, #18</i></p> <p><i>Carousel Connections: Pets—Home Connection Activity Sheet #2 (e.g., “Practice <u>saying</u> your sentence.)</i></p> <p><i>Resource Sheet #21 (e.g., “You are <u>buying</u> paper.)</i></p> <p>see Note, p. 104 of this correlation</p> <p>see Note, p. 104 of this correlation</p> <p>see Note, p. 104 of this correlation</p> <p>see Note, p. 104 of this correlation</p> <p><i>Resource Sheet #17, #18</i></p> <p>see Note, p. 104 of this correlation</p> <p><i>Resource Sheets #18 (e.g., boots, gloves)</i></p> <p><i>Resource Sheet #25 (e.g., strawberries)</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. 104 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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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>listen to riddles and answer with a vocabulary word, p. 122</i></p> <p><i>read a menu and practice ordering, p. 158</i></p> <p><i>Resource Sheet #25 (sort food by Breakfast, Snack, Lunch, Dinner)</i></p> <p><i>Resource Sheet #22 (sort animals to show whether they walk and/or fly)</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p>	<p><i>play I'm Going to the Moon using the IDEA cards, p. 123</i></p> <p><i>choose two articles of clothing and complete the following sentence: Should I buy _____ or maybe a _____?, p. 121</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>pretend to be in a department store buying clothing, p. 125</i></p> <p><i>pantomime an occupation/guess the occupation being pantomimed, p. 113</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>dress up in articles of clothing while you and other students answer questions (e.g., "Who has the boots? Are they comfortable? Do you like them?"), p. 117</i></p> <p><i>play Toss the Cube, p. 132</i></p> <p><i>play Buzz, p. 132</i></p>

**NOTE: Guidelines for Reading—Carousel of IDEAS Level III:** *Students are learning the consonant sounds and should be able to read the target vocabulary at Level III 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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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 directions and arrange pictures (e.g., “Put the astronaut on the left side of the table.”), p. 107</i>  <i>listen to commands and respond (e.g., “Put the barber next to the astronaut.”), p. 107</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>listen to vocabulary words and cut out each picture as it is named, p. 144</i>  <i>listen to the names of foods on the pocket chart and find the corresponding magazine picture, p. 145</i>
	Retell simple stories using drawings, words, or phrases.	<i>draw a picture to illustrate each event from the literature selection, p. 149</i>  <i>describe the sequence of events in the literature selection, p. 149</i>	Retell simple stories using drawings, words, or phrases.	<i>retell the literature selection in your own words, p. 157</i>  <i>draw pictures and write captions to retell the literature selection, p. 157</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>pretend to be in a department store buying clothing, p. 125</i>  <i>play “May I Have It?”, p. 144</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>name and sequence the steps involved in getting ready for lunch; then pantomime the actions from memory, p. 154</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<b>Vocabulary &amp; Concept Development (V/CD)</b>	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<i>pretend to be in a department store buying clothing, p. 125</i>  <i>play “May I Have It?”, p. 144</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>participate in a discussion about thermometers/temperature, p. 129</i>  <i>look at pictures of farms and supply answers following the model: The mother horse is big. The baby horse is _____, p. 135</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>read a chart about target vocabulary and answer questions, p. 138</i>  <i>read sentences on the board and answer questions with the appropriate sentence (e.g., “Find the sentence that tells what chickens give us.”), p. 139</i>	Read simple vocabulary, phrases, and sentences independently.	<i>read the target vocabulary and place the food words in the appropriate food groups, p. 151</i>  <i>find words in the literature selection that begin with the /p/ and /s/ sounds, p. 157</i>
	Read aloud an increasing number of English words.	<i>read your “Occupation Book” to a friend or in a small group, p. 115</i>  <i>read the IDEA words aloud as a class, p. 120</i>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<i>match the IDEA numeral cards and the IDEA number word cards, p. 130</i>  <i>copy model sentences and complete them, p. 149</i>
<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. 116 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. 116 of this correlation
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>read your “Occupation Book” to a friend or in a small group, p. 115</i>  <i>share a picture and read a caption to a partner, a small group, or teacher, p. 140</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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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.	<i>match the IDEA numeral cards and the IDEA number word cards, p. 130</i>  <i>copy model sentences and complete them, p. 149</i>
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	see Note, p. 116 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. 99 and p. 116 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>listen to a lesson on the /r/ sounds; find other words and names that begin with the same sound—continue with the /h/ and /g/ sounds, p. 136</i>  <i>Carousel Connections: Pets—classify animals into groups (walk, swim, or fly), p. 10</i>  <i>Carousel Connections: Clothing &amp; Accessories—categorize items of clothing/accessories into three groups, p. 11</i>	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<i>read your “Occupation Book” to a friend or in a small group, p. 115</i>  <i>read the IDEA words aloud as a class, p. 120</i>  <i>find the counting rhyme in the literature selection, p. 138</i>

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

**Intermediate (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<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><i>Carousel Connections: Clothing &amp; Accessories—class is divided into groups where each group is given a situation (e.g., going to the store, going to the beach, or riding a bus) and must come up with safety tips; discuss how the tips are similar and how they are different depending on the situation, p. 15</i></p> <p><i>respond to questions using target vocabulary, p. 109</i></p> <p><i>respond to questions about pictures in the literature selection, p. 110</i></p> <p><i>practice using target vocabulary by talking about what another student is wearing, p. 124</i></p>	<p>Use content-related vocabulary in discussions and reading.</p>	<p><i>Carousel Connections: Clothing &amp; Accessories—participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i></p> <p><i>take farm pictures home and work with parents to add additional farm animals, p. 134</i></p>
	<p>Apply knowledge of content-related vocabulary to discussions and reading.</p>	<p><i>Carousel Connections: Pets—discuss how animals/pets move around, then flip through the book and tell how each animal moves; talk about favorite pet and proper pet care, p. 10</i></p> <p><i>work with a partner and place small objects in a container and take turns counting the amounts, p. 131</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><i>Resource Sheet #16, #21</i></p>	<p>Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p>	<p><i>Carousel Connections: Clothing &amp; Accessories—Resource Sheet #4</i></p>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
Vocabulary & Concept Development (V/CD)			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<i>listen to a lesson on the /c/ sound and read words that start with this sound in the pocket chart, p. 110</i>  <i>listen to a lesson on the /j/, /s/, and /ng/ sounds, and think of other words that begin/end with these sounds, p. 120</i>
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	see Note, p. 116 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. 116 of this correlation
	Use simple prefixes and suffixes when attached to known vocabulary  <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).	see Note, p. 116 of this correlation  see Note, p. 116 of this correlation	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	see Note, p. 116 of this correlation
			Use standard dictionary to find the meanings of known vocabulary.	see Note, p. 116 of this correlation
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird.”)	see Note, p. 116 of this correlation
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	see Note, p. 116 of this correlation	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	see Note, p. 116 of this correlation
			Use some common idioms in discussions and reading (e.g., “scared silly”).	see Note, p. 99 and p. 116 of this correlation
			Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	see Note, p. 116 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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. 116 of this correlation  see Note, p. 116 of this correlation	Apply knowledge of common roots and affixes when attached to known vocabulary.	see Note, p. 116 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. 116 of this correlation  see Note, p. 116 of this correlation	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	see Note, p. 116 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. 116 of this correlation  see Note, p. 116 of this correlation	Apply knowledge of academic and social vocabulary to achieve independent reading.	see Note, p. 116 of this correlation
			Use common idioms, some analogies and metaphors in discussion and reading.	see Note, p. 116 of this correlation
			Use a standard dictionary to determine meaning of unknown words.	see Note, p. 116 of this correlation
	Read narrative and texts aloud with appropriate pacing, intonation, and expression.	see Note, p. 116 of this correlation	Read narrative and expository text aloud with appropriate pacing, intonation, and expression.	see Note, p. 116 of this correlation

**Advanced (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<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. 116 of this correlation</p> <p><i>find target vocabulary words in the literature selection, p. 110</i></p> <p><i>read the IDEA word cards, p. 120</i></p> <p><i>listen to a lesson on the /j/, /s/, and /ng/ sounds and think of other words that begin/end with these sounds, p. 120</i></p> <p>see Note, p. 116 of this correlation</p> <p><i>read sentences from the board, p. 139</i></p> <p><i>find the counting rhyme in the literature selection, p. 138</i></p> <p><i>listen to a lesson on the /r/ sound and find other words/names that begin with the same sound, p. 136</i></p> <p>Carousel Connections: Pets &amp; Clothing &amp; Accessories—<i>read</i> Will a Parrot eat a Carrot? and “Lost: One Dad!”</p> <p><i>read sentences from the board, p. 139</i></p> <p><i>find the counting rhyme in the literature selection, p. 138</i></p>		

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
Decoding and Word Recognition (D/WR)	1.15 Read common word families (e.g., -ite, -ate).	see Note, p. 116 of this correlation		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	see Note, p. 116 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. 116 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. 116 of this correlation		
	1.3 Decode two-syllable nonsense words and regular multisyllable words.	see Note, p. 116 of this correlation		
	1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).	see Note, p. 116 of this correlation		
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ).	<i>Resource Sheet #18 (e.g., boots, gloves)</i> <i>Resource Sheet #25 (e.g., strawberries)</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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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>draw a picture to illustrate each event from the literature selection, p. 149</i>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<i>predict what the literature selection will be about, p. 110</i>  <i>talk about pictures in the literature selection, p. 110</i>	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., “brown bear”).	<i>choose favorite letters or pictures that stand for the letters from the literature selection, p. 163</i>  <i>Carousel Connections: Pets—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 a picture of an occupation, p. 109</i>  <i>draw pictures of articles of clothing and share with the class, p. 119</i>  <i>Carousel Connections: Pets—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.	<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>
	Understand and follow simple one-step directions for classroom or work-related activities.	<i>cut out pictures as they are named, p. 107</i>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<i>compare Theme Pictures/Posters #10 and #11, p. 107</i>  <i>listen to descriptions of clothing and accessories and sort pictures into categories, p. 119</i>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level III:*** *Students are learning the consonant sounds and should be able to read the target vocabulary at Level III 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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Comprehension &amp; Analysis of Appropriate Text</b>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>look at the pictures in the literature selection and predict what the story will be about, p. 110</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>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>talk about the pictures in the literature selection, p. 110</i>  <i>talk about the literature selection by describing main characters and telling how the story relates to the topic of clothing and accessories, p. 121</i>
			Identify the main idea in a story read aloud using key words and/or phrases.	<i>talk about the literature selection by describing main characters and telling how the story relates to the topic of clothing and accessories, p. 121</i>  <i>look at the pictures in the literature selection and talk about the coins shown for each numeral, p. 131</i>
			Point out text features such as title, table of contents, and chapter headings.	<i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<b>Comprehension</b>	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	<i>create coin combinations like those found in the literature selection, p. 131</i>  <i>describe the sequence of events in the literature selection, p. 149</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>retell the story (Pancakes for Breakfast) in your own words, p. 157</i>
	Draw and label pictures related to a story topic or own experience.	<i>describe the sequence of events in the literature selection; draw pictures to illustrate each event and put them together to make a book, p. 149</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>name and sequence steps in getting ready for breakfast (then lunch and dinner); then pantomime the actions from memory, p. 154</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>practice identifying target vocabulary by listening to commands and responding, p. 107</i>  <i>practice ordering from a menu by role playing waiters/customers, p. 158</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>predict what the literature selection will be about, p. 110</i>  <i>name and sequence what you do to get ready for breakfast (then lunch and dinner), p. 154</i>	Orally identify the basic sequence of written text using simple sentences.	<i>respond to a question about what job you would like to have and arrange Activity Pictures in order to show first, second, and third choices, p. 110</i>
	Use the content of a story to draw logical inferences.	Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.	Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why did the little girl go to the shopping mall? Why do you think the little girl started to cry?”), p. 14</i>
			Read and identify basic text features such as title, table of contents, and chapter headings.	<i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i>

**Early Intermediate (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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. 110</i>

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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>talk about the pictures in the literature selection, p. 110</i>  <i>look at the pictures in the literature selection and talk about the coins and combinations of coins shown for each numeral, p. 131</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>name the main characters in the literature selection and tell what the story was about, p. 110</i>  <i>talk about the literature selection by describing the main characters and telling how the story relates to the topic of clothing and accessories, p. 121</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.	<i>read a chart which includes target vocabulary and answer questions, p. 138</i>
	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	<i>tell what the literature selection was about after teacher reads it aloud, p. 110</i>  Carousel Connections: Clothing & Accessories— <i>draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	<i>talk about the literature selection by describing the main characters and telling how the story relates to the topic of clothing and accessories, p. 121</i>  <i>look at the cover of the literature selection and predict what the story will be about, p. 131</i>
<b>Comprehension</b>	Write captions of words or phrases for drawings related to a story.	<i>write sentences telling what the person in your picture is wearing, p. 124</i>  <i>draw a picture and write a caption describing a farm animal, p. 139</i>	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	Carousel Connections: Pets— <i>discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</i>
	Understand and follow some multi-step directions for classroom-related activities.	<i>respond to a question about a job you would like to have and arrange Activity Pictures in order to show first, second, and third choices, 110</i>  Carousel Connections: Clothing & Accessories— <i>follow directions to learn how to tie a tie/scarf, p. 15</i>	Understand and follow some multi-step directions for classroom-related activities.	<i>choose an animal tell how it moves and how many legs it has; then make an X on the chart accordingly, p. 137</i>  Carousel Connections: Pets— <i>follow multi-step directions to come up with a list of traits for a pet, p. 11</i>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate text and Expository Critique</b>			Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.	see Note, p. 125 of this correlation

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<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>talk about the literature selection by describing the main characters and telling how the story relates to the topic of clothing and accessories, p. 121</i>
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	<i>retell the story from the literature selection in your own words, p. 157</i>	Generate and respond to comprehension questions related to the text.	<i>name the main characters in the story and tell what the story was about, p. 110</i>
	Write a brief story summary (three or four complete sentences).	<i>write a counting rhyme like the one in the literature selection, p. 138</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.	see Note, p. 125 of this correlation	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	see Note, p. 125 of this correlation
<b>Comprehension &amp; Analysis of Grade-Level Appropriate text and Expository Critique</b>	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	see Note, p. 125 of this correlation	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	see Note, p. 125 of this correlation
			Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	see Note, p. 125 of this correlation

Early Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
Structural Features of Informational Materials			Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.	<p>Carousel Connections: Clothing &amp; 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></p> <p><i>find the counting rhyme in the literature selection, p. 138</i></p>

**Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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. 99 and 125 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. 99 and 125 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, p. 125 of this correlation
	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	see Note, pgs. 99 and 125 of this correlation	Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text.	see Note, p. 125 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. 125 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. 125 of this correlation

## Writing Strategies and Applications

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Penmanship</b>	Copy the English alphabet legibly.	<i>copy the letters of the alphabet on to blank squares of paper, p. 160</i>  <i>students are asked to write/copy words throughout Level III</i>	Write the English alphabet legibly.	<i>Resource Sheet #27</i>  <i>students are asked to write/copy words throughout Level III</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. 110, 121, 131, 138, 149, 162</i>  <i>copy/write the words next to the pictures in Picture Dictionary, p. 115, 121</i>	Label key parts of common objects.	<i>label catalog pictures/categories, p. 120</i>  <i>label pictures, p. 128</i>  <i>Resource Sheet #19, #20</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 sentence about each occupation, p. 115</i>  <i>draw a picture of a boy/girl wearing different clothes/accessories and write a caption for the picture, p. 124</i>	Create simple sentences or phrases with some assistance.	<i>write original sentences, p. 149</i>  <i>write your own captions for pictures, p. 157</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>work as a group to write a counting rhyme like the one in the literature selection, p. 138</i>	Use models to write short narratives.	<i>copy a model sentence from the board and fill in the occupation, p. 115</i>  <i>copy the model sentence from the board and complete them, p. 149</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>work with a partner to draw a picture and complete a model sentence, p. 151</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 III:** Students should be able to dictate and copy short sentence captions for pictures at this level. They also will probably be able to write their own sentence captions, perhaps following a pattern or model (e.g., “I am eating some cake.”). 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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Organization &amp; Focus</b>	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>write a counting rhyme, p. 138</i>  <i>make an “Animal Rhyming Book,” p. 139</i>	Write short narrative stories that include elements of setting and character.	<i>make an “Animal Rhyming Book,” p. 139</i>  <i>work with a partner to write an original story with pictures, p. 159</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>copy the model sentences and complete them, p. 149</i>  <i>draw pictures and write captions, p. 157</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	<i>draw pictures and write captions to retell the story, p. 157</i>
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	<i>write sentences telling what the person in your picture is wearing, p. 124</i>  <i>write a counting rhyme, p. 138</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).	<i>write a “how to” experiment, p. 147</i>  <i>write a group story about ethnic foods, p. 159</i>
			Given a model, write a friendly letter.	<i>work with a partner to write a letter to someone in a chosen occupation, p. 115</i>
<b>Organization &amp; Focus, Evaluation and Revision</b>	Write one to two simple sentences (e.g., “I went to the park.”)	<i>write original sentences, p. 152</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>write a sentence about each occupation, p. 115</i>  <i>write original sentences, p. 152</i>

**Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting and character.	<i>make an “Animal Rhyming Book,” p. 139</i>  <i>work with a partner to write an original story with pictures, p. 159</i>	Narrate a sequence of events with some detail.	<i>predict what the literature selection will be about, p. 110, 121, 131, 149, 157</i>  <i>respond to questions about pictures in the literature selection (e.g., “What was this story about?”), p. 110</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>draw picture and write captions to retell the story, p. 157</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>write a sentence about each occupation, p. 115</i> <i>write original sentences, p. 152</i>
	Following a model, use the writing process to independently write short paragraphs of at least three lines.	<i>work with a partner to write a letter to someone in a chosen occupation, p. 115</i>	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<i>write a counting rhyme, p. 138</i>
			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. 133 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>write a “how to” experiment, p. 147</i>  <i>write a group story about ethnic foods, p. 159</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. 133 of this correlation
	Write a friendly letter of a few lines.	<i>write a letter to someone in a chosen occupation, p. 115</i>	Independently write a letter using detailed sentences.	<i>write a letter to someone in a chosen occupation, p. 115</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<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. 133 of this correlation
	Use the writing process to write short paragraphs that maintain a consistent focus.	see Note, p. 133 of this correlation	Arrange compositions according to simple organizational patterns.	see Note, p. 133 of this correlation
			Independently write simple responses to literature.	<i>draw a picture of a farm animal and write a caption, p. 139</i>
	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	see Note, p. 133 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. 133 of this correlation
	Write a formal letter.		Independently write a persuasive letter with relevant evidence.	see Note, p. 133 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. 133 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. 133 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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. 133 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).	<i>write a “how to” experiment, p. 147</i>
			Write a persuasive composition using standard grammatical forms.	see Note, p. 133 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	<i>write original sentences, p. 152</i>  <i>draw pictures and write captions, p. 157</i>	Write narratives that describe the setting, character, objects, and events.	see Note, p. 133 of this correlation
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using correct grammatical forms.	see Note, p. 133 of this correlation	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	see Note, p. 133 of this correlation
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	see Note, p. 133 of this correlation	Independently use all of the steps of the writing process.	see Note, p. 133 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 III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Capitalization</b>	Use capital letters when writing own name.	<i>students are writing simple sentences throughout Level III 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 III 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 III using capital letters and punctuation</i>

***NOTE: Guidelines for Writing—Carousel of IDEAS Level III:*** Students should be able to dictate and copy short sentence captions for pictures at this level. They also will probably be able to write their own short sentence captions, perhaps following a pattern or model (e.g., “I am eating some cake.”). Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Level V-VIII.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level III	GRADES 3-5	Carousel of IDEAS: Level III
<b>Capitalization</b>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level III using capital letters and punctuation</i>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level III 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 III 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 III 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. 138 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	see Note, p. 138 of this correlation

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>write original sentences, p. 149</i>  <i>Resource Sheet #24—Book Report</i>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>write original sentences, p. 149</i>  <i>Resource Sheet #24—Book Report</i>
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<i>write original sentences, p. 149</i>  <i>Resource Sheet #24—Book Report</i>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i>  Carousel Connections: Pets— <i>Resource Sheet #4</i>  <i>Resource Sheet #24—Book Report</i>

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	see Note, p. 138 of this correlation	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	see Note, p. 138 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. 138 of this correlation	Use standard word order but may have some consistent grammatical forms, including inflections.	see Note, p. 138 of this correlation
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for some conventions (e.g., capital letters and periods).	see Note, p. 138 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	see Note, p. 138 of this correlation
	<p><u>ELA Spelling Standards</u></p> <p><u>Grade 1</u></p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly.</p> <p><u>Grade 2</u></p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>	<p><i>write original sentences, p. 149</i></p> <p><i>write original sentences, p. 149</i></p>	<p><u>ELA Spelling Standards</u></p> <p><u>Grade 3</u></p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (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>).</p> <p>1.9 Arrange words in alphabetic order.</p> <p><u>Grade 4</u></p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>	<p>see Note, p. 138 of this correlation</p> <p>see Note, p. 138 of this correlation</p> <p>see Note, p. 138 of this correlation</p>

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Sentence Structure, Grammar</b>	Use complete sentences and correct word order.	<a href="#">see Note, p. 138 of this correlation</a>	Use complete sentences and correct word order.	<a href="#">see Note, p. 138 of this correlation</a>
<b>Grammar</b>	Use correct parts of speech, including correct subject/verb agreement.	<a href="#">see Note, p. 138 of this correlation</a>	Use correct parts of speech, including correct subject/verb agreement.	<a href="#">see Note, p. 138 of this correlation</a>
<b>Capitalization, Punctuation, Spelling</b>	Edit writing for punctuation, capitalization, and spelling.	<a href="#">see Note, p. 138 of this correlation</a>	Edit writing for punctuation, capitalization, and spelling.	<a href="#">see Note, p. 138 of this correlation</a>
<b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>	Produce writing that demonstrates a command of the conventions of standard English.	<a href="#">see Note, p. 138 of this correlation</a>	Produce writing that demonstrates a command of the conventions of standard English.	<a href="#">see Note, p. 138 of this correlation</a>

## Reading

### Literary Response and Analysis

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<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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>describe the sequence of events in the literature selection, p. 149</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>look at the picture in the literature selection and talk about the coins and combinations of coins shown for each numeral, p. 131</i>
	Draw pictures related to a work of literature identifying setting and characters.	<i>draw a picture to illustrate each event from the literature selection, p. 149</i>  <i>draw pictures to go with counting rhymes, p. 139</i>	Orally identify different characters and setting in simple literary texts using words or phrases.	<i>respond to questions about the literature selection (e.g., “What was this story about?”), p. 110</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>			Orally distinguish between fiction and non-fiction using one- or two-word responses.	see Note below
<b>Structural Features of Literature</b>			Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	see Note below

***NOTE: Guidelines for Reading—Carousel of IDEAS Level III:*** *Students are learning the consonant sounds and should be able to read the target vocabulary at Level III of the Carousel of IDEAS program. They may be able to read a short sentence which they or members of the group have written. Student 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 III	GRADES 3-5	Carousel of IDEAS: Level III
<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>talk about pictures in the literature selection, p. 110</i>  Carousel Connection: 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>talk about a picture in the literature selection and predict what will happen next, p. 121</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>predict what the literature selection will be about, p. 121</i>  <i>describe the sequence of events in the literature selection, p. 149</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>describe the sequence of events in the literature selection, p. 149</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>describe the sequence of events in the literature selection, p. 149</i>  Carousel Connections: Clothing & Accessories— <i>answer questions about the literature selection, p. 14</i>
<b>Structural Features of Literature</b>			Orally distinguish among poetry, drama, and short stories using simple sentences.	see Note, p. 143 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.	Carousel Connections: Clothing & Accessories— <i>answer questions about the main character in the literature selection, p. 14</i>

**Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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. 99 and 138 of this correlation	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.	see Note, pgs. 99 and 138 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. 143 of this correlation

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</b>
<b>Structural Features of Literature</b>	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	see Note, pgs. 99 and 138 of this correlation	Identify and describe figurative language (e.g., similes, metaphors and personification).	see Note, pgs. 99 and 138 of this correlation
			Distinguish between literary connotations and symbols from culture to culture.	see Note, pgs. 99 and 143 of this correlation
			Read and orally identify metaphors and similes in a selection.	see Note, pgs. 99 and 143 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. 99 and 143 of this correlation	Identify the motives of characters in a work of fiction.	see Note, pgs. 99 and 143 of this correlation
	Read and identify beginning, middle, and end of a story.	see Note, pgs. 99 and 143 of this correlation	Recognize and describe themes stated directly in a text.	see Note, pgs. 99 and 143 of this correlation
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	see Note, pgs. 99 and 143 of this correlation
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	see Note, pgs. 99 and 143 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. 99 and 143 of this correlation

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level III</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level III</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>describe the sequence of events in the literature selection, p. 149</i>  <i>find the counting rhyme in the literature selection, p. 138</i>		
	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	Carousel Connection: Clothing & Accessories— <i>create poetry, p. 15</i>	Describe the major characteristics of poetry, drama, fiction and non-fiction.	see Note, pgs. 99 and 143 of this correlation
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Compare and contrast literary elements of different authors.	see Note, pgs. 99 and 143 of this correlation	Identify and evaluate the author’s use of various techniques to influence readers’ perspectives.	see Note, pgs. 99 and 143 of this correlation
			Recognize and describe themes stated directly or implied in literary texts.	see Note, pgs. 99 and 143 of this correlation
			Compare and contrast the motives of characters in a work of fiction.	see Note, pgs. 99 and 143 of this correlation