

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

**Listening and Speaking
Strategies and Applications**

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension	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>choose an occupation and name of the tools necessary for it, p. 176</i> <i>compare two pairs of shoes in terms of size, shape, texture, and weight, p. 183</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>choose which animal from the IDEA pictures you want as a pet and tell why it would make a good pet, p. 203</i> <i>look at the pictures in the literature selection and predict what will happen next, p. 182</i>
	Answer simple questions with one- or two-word responses.	<i>name two animals and answer questions about them, p. 202</i> <i>name animals that have feathers, skin and/or fur as coverings, p. 198</i>	Answer simple questions with one- or two-word responses.	<i>talk about the chart and respond to questions (e.g., “which box has the most pictures or objects?”), p. 192</i> <i>name animals found in underdeveloped areas around where you live, p. 195</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>draw a picture of the occupation that was presented, p. 172</i> <i>match IDEA pictures to corresponding person in Theme Picture/Poster #15, p. 169</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>tell what the literature selection was about after teacher reads it, p. 173</i> <i>respond to the literature selection by drawing a picture of yourself in the same situation, p. 182</i>
Comprehension, Organization & Delivery of Oral Communication	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 IV: Students will listen as the lesson is presented, directions are given, the literature selection is read, other students are speaking, and other adults are speaking. They should be able to speak in complete sentences using the present tense (present progressive and habitual present). Students are beginning to use possessives and contractions, and also to ask questions. Their speech will continue to be marked by many errors, but the errors should not interfere with the communication of ideas. 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 IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	<i>describe what makes an animal a good pet and what makes an animal unsuitable for domestication, p. 200</i> <i>talk about pictures in the literature selection, p. 208</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>look at pictures of ethnic foods and name the foods/countries where they are eaten, p. 213</i> <i>choose an accessory; tell what part of the body it goes with and what it does, p. 221</i>
	Ask and answer questions using phrases or simple sentences.	<i>respond to riddles using target vocabulary (e.g., “He works with colors. He makes your house pretty. He has a brush. What is he?” [painter]), p. 171</i> <i>respond to questions about the IDEA cards (e.g., “Where is the checker?” [The checker is under the king]), p. 175</i>	Ask and answer questions using phrases or simple sentences.	<i>choose a picture from each stack (clothing pictures in one stack and weather pictures in the other) and tell if the article of the clothing is good for the kind of weather shown in the picture, p. 185</i> <i>predict what the literature selection will be about, p.182</i>
			Restate and execute multistep oral directions.	<i>talk about the words rough, smooth, and soft using sandpaper, a mirror, and a pillow, p. 182</i>
Comprehension, Organization & Delivery of Oral Communication	Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	<i>predict what the literature selection will be about, p. 182</i> <i>talk about pictures in the literature selection, p. 208</i>	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	<i>talk about the main character’s feelings in the literature selection and tell about a time when you felt the same way, p. 182</i>
	Orally communicate basic needs (e.g., “May I get a drink?”).		Orally communicate basic needs (e.g., “May I get a drink of water?”).	
	Recite familiar rhymes, songs, and simple stories.	<i>Carousel Connections: Clothing & Accessories—sing along with songs (audiotape track 4), p. 14</i>	Recite familiar rhymes, songs, and simple stories.	<i>Carousel Connections: Pets—sing along with songs (audiotape track 4), p. 13</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension	Ask and answer instructional questions using simple sentences.	<i>pantomime a situation and guess the occupation being pantomimed, p. 170</i>	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”)	<i>talk about the results of a graphing activity (e.g., “Which occupations did most people choose first?”), p. 172-173</i>
	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>draw a picture of the occupation that was presented, p. 172</i> <i>choose an occupation and name all of the tools necessary for it, p. 176</i>	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>listen to the story of the five little owls and point to them as they are added and named, p. 187</i> <i>draw a picture of yourself going on a trip, showing 10 things you’d take with you in order of priority, p. 189</i>
Comprehension, Organization & Delivery of Oral Communication	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).	<i>predict what the literature selection will be about, p. 173</i> <i>tell whether or not you liked the literature selection—if so, why; if not, why not, p. 173</i>	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).	<i>talk about which occupation you would like to do when you grow up, p. 172</i> <i>talk about what types of clothing to take on an imaginary trip (e.g., “I’m going to the beach, and I’m taking a bathing suit, shorts, socks, and shoes.”), p. 184</i>
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>share feelings about things that are special, p. 181</i> <i>share experiences in grocery stores, p. 206</i>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>share experiences that are similar to the main character’s in the literature selection, p. 191</i> <i>share an experience at a zoo or a wild animal park, p. 194</i>
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>tell what the literature selection was about after the teacher reads it, p. 173</i> <i>tell about the main character in the literature selection and compare a similar situation/experience, p. 191</i>	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>describe the main characters in the literature selection and tell how/why she felt the way she did, p. 182</i> <i>talk about the main character’s feelings and compare them with your own experiences that are similar, p. 191</i>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension	Listen attentively to stories/information, and orally identify key details and concepts.	<i>listen to riddles and respond using target vocabulary (e.g., “He works with colors. He makes your house pretty. He has a brush. What is he?” [painter]), p. 171</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
Comprehension, Organization & Delivery of Oral Communication	Retell stories in greater detail including characters, setting, and plot	<i>describe the main character in the literature selection and tell how/why she felt the way she did, p. 182</i>	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	<i>tell about the main character in the literature selection and compare a similar situation/experience, p. 191</i> <i>retell the literature selection after teacher reads it aloud; include where/when the story takes place and identify the animals in the story, p. 199</i>
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>name the occupations and tell information learned about each, p. 176</i> <i>predict what the literature selection will be about, p. 173</i>	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>share feelings about things that are special (e.g., a certain jacket or blanket), p. 181</i> <i>talk about the chart and respond to questions, p. 192</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>share experiences in grocery stores, p. 206</i> <i>talk about foods you like to eat for breakfast/lunch/dinner, p. 208</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>read sentences aloud and act them out, p. 193</i> <i>choose a zoo animal and make a puppet; make up and put on a puppet show for the class, p. 204</i>
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	see Note, p. 148 of this correlation	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	see Note, p. 148 of this correlation
	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	<i>look at the different faces in the literature selection (People) and describe the faces; compare the differences and similarities; and observe the differences in size and shape, p. 219</i>	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	<i>talk about the main character’s feelings in the literature selection and tell about a time when you felt the same way, p. 182</i>
			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. 148 of this correlation

Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension	Listen attentively to stories/ information on new topics and identify both orally and in writing key details and concepts.	<i>name the occupations and tell all of the information you learned about the occupations, p. 176</i> <i>draw a picture of a cook at work, and write a caption, p. 177</i>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	<i>talk about the words rough, smooth, and soft using sandpaper, a mirror, and a pillow, p. 182</i> <i>talk about reasons for choosing certain things including words such as more, many, few, less, some, most, half, several, and zero, p.189</i>
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	see Note, p. 148 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. 148 of this correlation
Comprehension, Organization & Delivery of Oral Communication	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	see Note, p. 148 of this correlation	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	see Note, p. 148 of this correlation
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	see Note, p. 148 of this correlation	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	see Note, p. 148 of this correlation
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	see Note, p. 148 of this correlation	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	see Note, p. 148 of this correlation
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 148 of this correlation	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 148 of this correlation

Reading Word Analysis

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development	Recognize English phonemes that correspond to phonemes students already hear and produce.	<p><i>review consonant sounds, p. 171</i></p> <p><i>listen to a lesson on the /tr/ sound and think of other words that begin with the /tr/ sound, p. 171</i></p>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<p><i>review consonant sounds and find IDEA words that begin with these sounds, p. 171</i></p> <p><i>talk about the /th/ sound and find words in the literature selection that begin/end with this sound, p. 191</i></p>
Phonemic Awareness, Decoding and Word Recognition			Recognize sound/symbol relationships in own writing.	<p><i>Resource Sheet #28, #29, #30, #31, #32, #33, #34, #35, #36, #37, #38, #39</i></p> <p><i>participate in a word-cluster activity; then use the words to make a sentence, p. 183</i></p>

NOTE: Guidelines for Reading—Carousel of IDEAS Level IV: Students should be able to read short sentences from the literature selection or from sentences they have written. They have been introduced to the vowel sounds and should be using context and phonetic clues to decode words. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program Levels V-VIII.

Early Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</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><i>listen to a lesson on the /th/ sound and find words in the story that begin/end with this sound, p. 191</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 & Accessories—<i>listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p>Carousel Connections: Clothing & Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p>Carousel Connections: Clothing & Accessories—<i>look for words that begin with the letter /p/, p. 14</i></p> <p><i>review consonant sounds, p. 181</i></p> <p><i>listen to an introduction on consonant blends /sp/, /br/, and /sw/; think of words that begin with these sounds, p. 208</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 a particular sentence on the board and read it aloud, p. 186</i></p>

Early Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
	<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><i>look through the literature selection and find target vocabulary words, p. 208</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 & Accessories—<i>listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>read the rhyme (in Truck Song) chorally, p. 174</i></p> <p>Carousel Connections: Clothing & Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p>Carousel Connections: Clothing & Accessories—<i>look for words that begin with the letter /p/, p. 14</i></p> <p><i>listen to an introduction of consonant blends /sp/, /br/, and /sw/ and think of other words that begin with the same sounds, p. 208</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 a particular sentence on the board and read it aloud, p. 186</i></p> <p><i>read captions to a friend, p. 212, 214</i></p>
<p>Decoding and Word Recognition, Vocabulary and Concept Development</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 consonant blends /sp/, /br/, and /sw/ and think of other words that begin with the same sounds, p. 208</i></p> <p><i>listen to an introduction of the /sk/ sound and find the word that starts like skate [skin], p. 219</i></p>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</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>work in small groups reading the “help wanted” ads to find target occupations, p. 173</i></p> <p><i>listen to an introduction of the /ch/ sound and think of other words that begin with this sound, p. 171</i></p> <p><i>Carousel Connections: Clothing & Accessories—create rhyming words by finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p><i>Carousel Connections: Clothing & Accessories—create poems using rhyming words, p. 15</i></p> <p><i>listen to an introduction of the /tr/ sound and think of other words that begin with this sound, p. 171</i></p> <p><i>Carousel Connections: Clothing & Accessories—find words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p><i>listen to an introduction of the /sl/ sound and think of other words that begin with this sound, p., 181</i></p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>	<p><i>write sentences on the board and read one another’s sentences, p. 203</i></p> <p><i>read captions to a friend, p. 212, 214</i></p>

Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</p>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Grade 2 D/WR</u> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p><i>review consonant by finding IDEA words, p. 171</i></p> <p><i>participate in a word-cluster activity; then use the words to make a sentence, p. 183</i></p>	<p>Use common English morphemes in oral and silent reading.</p>	<p><i>read the vocabulary words in the chart and answer questions to complete the chart, p. 192</i></p> <p><i>find the sentence that talks about an animal found on the farm; underline the word; and read the sentence, p. 201</i></p>
<p>Concepts about Print (CaP)</p>	<p>Recognize and name all upper and lower case letters of the alphabet.</p> <p><u>ELA Standards</u> <u>Kindergarten CaP</u> 1.1 Identify the front cover, back over, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p>	<p>see Note, p. 153 of this correlation</p> <p><i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i></p> <p><i>look through literature selection to find target vocabulary words, p. 208</i></p> <p><i>read books about various foods eaten by people around the world, p. 213</i></p> <p><i>name foods and find descriptive words in newspaper advertisements, p. 211</i></p> <p><i>read books about various foods eaten by people around the world, p. 213</i></p>		

Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Concepts about Print (CaP)</p>	<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>read the rhyme in the literature selection chorally, p.174</i></p> <p><i>find a particular sentence on the board and read it aloud, p. 186</i></p> <p><i>Resource Sheet #28, #29, #30, #31, #32, #33, #34, #35, #36, #37, #38, #39</i></p> <p><i>respond to questions by reading sentence on the board and choosing the correct one, p. 193</i></p> <p><i>find a particular sentence on the board and read it aloud, p. 186</i></p> <p><i>listen to a lesson on the /s/ sound and think of other words that begin with this sound, p. 181</i></p>		

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</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 /s/ sound and think of other words that begin with this sound, p. 181</i></p> <p><i>talk about the /th/ sound and find words in the story that begin/end with this sound, p. 191</i></p> <p>Carousel Connections: Clothing & 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>find words that are made up of two words (compound words) [pancake, grapefruit, doughnut, cupcake], p.208</i></p> <p><i>listen to a lesson on the /ch/ sound and think of other words that begin with that sound, p. 171</i></p> <p><i>listen while various items are pointed to and named in Theme Picture/Poster #12 and match items with corresponding IDEA Pictures, p. 178</i></p> <p><i>find words that are made up of two words (compound words) [pancake, grapefruit, doughnut, cupcake], p.208</i></p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.</p>	<p>Carousel Connections: Clothing & 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 IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) (cont.)</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 multi-syllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #37, #38, #39</i></p> <p><i>look through pages of the literature selection to find target vocabulary words, p. 208</i></p> <p><i>listen to riddles and guess vocabulary word that riddles describe (target vocabulary includes multi-syllable words), p. 171</i></p> <p><i>learn about plural forms on animal names including some irregulars (e.g., wolf/wolves, hippopotamus/hippopotamuses), p. 204</i></p> <p>see Note, p. 153 of this correlation</p>		

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</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 & 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. 153 of this correlation</p> <p><i>find target vocabulary words in the literature selection, p. 173</i></p> <p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #37, #38, #39</i></p> <p>Carousel Connections: Clothing & 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>listen to a lesson on the /tr/ sound and think of other words that begin with that sound, p. 171</i></p>		

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</p>	<p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p>see Note, p. 153 of this correlation</p> <p><i>find a particular sentence on the board and read it aloud, p. 186</i></p> <p><i>read books about the various foods eaten by people around the world, p. 213</i></p> <p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #37, #38, #39</i></p> <p><i>find words that are made up of two words (compound words) [pancake, grapefruit, doughnut, cupcake], p. 208</i></p> <p>see Note, p. 153 of this correlation</p> <p>see Note, p. 153 of this correlation</p> <p>see Note, p. 153 of this correlation</p>		

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Decoding and Word Recognition (D/WR)	<p>Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p>	<p><i>listen to a lesson on plurals of food words (e.g., cherry/cherries, sweet potato/ sweet potatoes), p. 209</i></p> <p>Carousel Connections: Pets—<i>Home Connection Activity Sheets #1, #2</i></p> <p>see Note, p. 153 of this correlation</p> <p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #37, #38, #39</i></p> <p>Carousel Connections: Clothing & 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. 153 of this correlation</p> <p><i>read sentences on the board and find the sentence that tells about something that people in India eat, p. 214</i></p> <p>Carousel Connections: Clothing & Accessories—<i>Resource Sheet #3</i></p> <p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #37, #38, #39</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><i>listen to a lesson on plurals of food words (e.g., cherry/cherries, sweet potato/ sweet potatoes), p. 209</i></p>

Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Decoding and Word Recognition (D/WR)</p>	<p><u>Grade 1 D/WR</u></p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><u>Grade 2 D/WR</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant-consonant/vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multi-syllable 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 #28, #29, #30, #31, #33, #34, #35, #36, #37, #38, #39</i></p> <p>Carousel Connections: Pets—<i>Home Connection Activity Sheet #2</i> (e.g., “Practice <u>saving</u> your sentence.”)</p> <p>see Note, p. 153 of this correlation</p> <p>see Note, p. 148 and p. 153 of this correlation</p> <p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #37, #38, #39</i></p> <p>see Note, p. 153 of this correlation</p> <p><i>find words that are made up of two words (compound words) [pancake, grapefruit, doughnut, cupcake], p. 208</i></p> <p><i>Resource Sheet #37</i> (e.g., <i>lb.</i>)</p> <p><i>learn about plural forms of animal names including some irregulars</i> (e.g., <i>wolf/wolves, hippopotamus/hippopotamuses</i>), p. 204</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. 153 of this correlation</p>

Reading

Fluency and Systematic Vocabulary Development

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Vocabulary & Concept Development (V/CD)	<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></p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p>	<p><i>read the rhyme (in Truck Song) chorally, p. 174</i></p> <p><i>read the words more, few, less, some, most, half, several, and zero from the board—draw examples of each, p. 188</i></p> <p><i>Resource Sheet #30 (sort articles of clothing by appropriate person)</i></p> <p><i>Resource Sheet #38 (sort food into the food-pyramid categories)</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p>	<p><i>read the vocabulary words in the chart and answer questions to complete the chart, p. 192</i></p> <p><i>find and read a word; then point to it in the pocket chart, p. 208</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i> pantomime a person in a particular occupation and guess the occupation being depicted, p. 170</i></p> <p><i>dress up in articles of clothing while classmates describe what you are wearing and where you are going, p. 186</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>take a poll of various family members to find out their hair and eye color, and whether their hair is straight, curly, or wavy—share this information with the class, p. 217</i></p>

NOTE: Guidelines for Reading—Carousel of IDEAS Level IV: Students should be able to read short sentences from the literature selection or from sentences they have written. They have been introduced to the vowel sounds and should be using context and phonetic clues to decode words. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

Beginning (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Vocabulary & Concept Development <i>Also are addressed in Listening & Speaking</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>listen to directions and arrange Activity Pictures accordingly (e.g., “Put the check mark on the gardener.”), p. 169</i> <i>practice identifying target vocabulary and expressions by listening to commands and responding (e.g., “The truck driver—turn around.”), p. 170</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>practice identifying target vocabulary by classifying foods by meals and answering questions, p. 207</i> <i>draw pictures of foods under headings (Breakfast, Lunch, Dinner), p. 208</i>
	Retell simple stories using drawings, words, or phrases.	<i>draw a picture of the occupation that was presented, p. 172</i> <i>tell what the literature selection was about after teacher reads it aloud, p. 173</i>	Retell simple stories using drawings, words, or phrases.	<i>talk about the literature selection (e.g., what were the main character’s feelings in the story), p. 182</i> <i>name things from the literature selection that go with ordinal numbers, p. 191</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>pantomime an occupation and guess the occupation being pantomimed, p. 170</i> <i>read sentences aloud and act them out, p. 193</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 foods you like to eat for snacks, breakfast, lunch, or dinner, p. 208</i> <i>play Simon Says, p. 216</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Vocabulary & Concept Development (V/CD)	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<i>pantomime an occupation and guess the occupation being pantomimed, p. 170</i> <i>read sentences aloud and act them out, p. 193</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>talk about the results of a graphing activity (e.g., “Which occupations did most people choose first?”), p. 172-173</i> <i>name animals found in underdeveloped areas by your home, p. 195</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>read vocabulary words in the chart and answer questions to complete that chart, p. 192</i> <i>look at a list of animal words and read the ones you know, p. 198</i>	Read simple vocabulary, phrases, and sentences independently.	<i>look through literature selection and find target vocabulary, p. 208</i> <i>name foods and find descriptive words in newspaper advertisements, p. 211</i>
	Read aloud an increasing number of English words.	<i>read the rhyme in the literature selection aloud chorally, p. 174</i> <i>read vocabulary words in the chart and answer questions to complete the chart, p. 192</i>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<i>talk about the /th/ sound and find words in the story that begin/end with this sound, p. 191</i> <i>practice using beginning consonant blends, p. 198</i>
Vocabulary & Concept Development	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	see Note, p. 148 and p. 165 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. 148 and p. 165 of this correlation
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>write sentences following a model and read them aloud, p. 186</i> <i>write captions for pictures and read them to a classmate, p. 212, 214</i>

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

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Vocabulary & Concept Development			Create a simple dictionary of frequently used words.	<i>at every level of the program, students are instructed to keep a picture dictionary where they paste pictures of vocabulary words and write the word next to it</i>
			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	<i>talk about the /th/ sound and find words in the story that begin/end with this sound, p. 191</i> <i>practice using beginning consonants and consonant blends, p. 198</i>
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	see Note, p. 106 and p. 165 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. 106 and p. 165 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>find words that are made up of two words (e.g., pancake, grapefruit, doughnut, cupcake), p. 208</i> Carousel Connections: Pets— <i>classify animals into groups (walk, swim, or fly), p. 10</i> Carousel Connections: Clothing & Accessories— <i>categorize items of clothing/accessories into three groups, p. 11</i> <i>categorize zoo animals by habitat (e.g., land, water, or air), p. 197</i>	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<i>read books about the various foods eaten by people around the world, p. 213</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 IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Vocabulary & Concept Development (V/CD)</p> <p><i>Also are addressed in Listening & Speaking</i></p>	<p>Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p><u>ELA Standards</u> <u>Kindergarten V/CD</u></p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>Carousel Connections: Clothing & Accessories—<i>class is divided into groups where each group is given a situation (e.g., going to the store, going to the beach, or riding a bus) and must come up with safety tips; discuss how the tips are similar and how they are different depending on the situation, p. 15</i></p> <p><i>name the occupations and tell all the information learned about the occupations, p. 176</i></p> <p><i>share an experience at a zoo or a wild animal park, p. 194</i></p> <p><i>talk about a time when you were hurt on the playground, p. 220</i></p>	<p>Use content-related vocabulary in discussions and reading.</p>	<p>Carousel Connections: Clothing & Accessories—<i>participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i></p> <p><i>describe what makes an animal a good domesticated animal and what makes an animal unsuitable for domestication, p. 200</i></p>
	<p>Apply knowledge of content-related vocabulary to discussions and reading.</p>	<p>Carousel Connections: Pets—<i>discuss how animals/pets move around, then flip through the book and tell how each animal moves; talk about favorite pet and proper pet care, p. 10</i></p> <p><i>talk about an occupation you would like to do when you grow up, p. 172</i></p> <p><i>tell how a farm and a zoo are the same and how they are different, p. 200</i></p>		
<p>Vocabulary & Concept Development, Decoding & Word Recognition</p>	<p>Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).</p>	<p><i>read the rhyme in the literature selection chorally, p. 174</i></p> <p><i>find a particular sentence on the board and read it aloud, p.186</i></p> <p><i>find the sentence that names an animal we see on the farm; underline the word; and read the sentence, p. 201</i></p>	<p>Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p>	<p>Carousel Connections: Clothing & Accessories—<i>Resource Sheet #4</i></p> <p><i>Resource Sheet #36 (e.g., farmer)</i></p>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
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 /tr/ sound and think of other words that begin with the /tr/ sound, p. 171</i> <i>practice using beginning consonants and consonant blends, p. 198</i>
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	see Note, p. 165 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. 165 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>).	<i>Resource Sheet #36 (e.g., farmer)</i> see Note, p. 165 of this correlation	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	see Note, p. 165 of this correlation
			Use standard dictionary to find the meanings of known vocabulary.	see Note, p. 165 of this correlation
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird.”)	see Note, p. 165 of this correlation
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	<i>read books about the various foods eaten by people around the world, p. 213</i>	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<i>read books about the various foods eaten by people around the world, p. 213</i>
			Use some common idioms in discussions and reading (e.g., “scared silly”).	see Note, p. 148 and p. 165 of this correlation
			Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<i>read the rhyme in the literature selection aloud chorally, p. 174</i> <i>read the sequence of activities on the board and answer questions (e.g., “What do you do first? What do you do seventh?”), p. 193</i> <i>read captions to a classmate, p. 212, 214</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Vocabulary & Concept Development (V/CD)	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. 165 of this correlation see Note, p. 165 of this correlation	Apply knowledge of common roots and affixes when attached to known vocabulary.	see Note, p. 165 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. 165 of this correlation see Note, p. 165 of this correlation	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	see Note, p. 165 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.	<i>read books about the various foods eaten by people around the world, p. 213</i> <i>find words that are made up of two words (e.g., pancake, grapefruit, doughnut, cupcake), p. 208</i> <i>look for words that are made up of two words (e.g., eyebrows, fingernails, forehead, toenails, eyelashes), P. 219</i>	Apply knowledge of academic and social vocabulary to achieve independent reading.	<i>read books about the various foods eaten by people around the world, p. 213</i>
			Use common idioms, some analogies and metaphors in discussion and reading.	see Note, p. 165 of this correlation
			Use a standard dictionary to determine meaning of unknown words.	see Note, p. 165 of this correlation
	Read narrative and texts aloud with appropriate pacing, intonation, and expression.	see Note, p. 165 of this correlation	Read narrative and expository text aloud with appropriate pacing, intonation, and expression.	see Note, p. 165 of this correlation

Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Decoding and Word Recognition (D/WR)</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><i>review consonant sounds using IDEA word cards, p. 171, 181</i></p> <p><i>read sentences from the board aloud, p. 186, 214</i></p> <p><i>listen to a lesson on the /sk/ sound and find words that start with /sk/ (e.g., skate, skin), p. 219</i></p> <p>see Note, p. 165 of this correlation</p> <p><i>read the help wanted ads to find target occupations, p. 173</i> <i>Resource Sheets #33, #34, #35, #36, #39</i></p> <p><i>Resource Sheets #33, #34, #35, #36, #39</i></p> <p><i>find words that are made up of two words (e.g., pancake, grapefruit, doughnut, cupcake), p. 208</i> <i>look for words that are made up of two words (e.g., eyebrows, fingernails, toenails, eyelashes), p. 219</i></p> <p><i>Resource Sheet #36</i></p>		

Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Decoding and Word Recognition (D/WR)</p>	<p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><u>Grade 2 D/WR</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant = sup/per).</p> <p>1.3 Decode two-syllable nonsense words and regular multi-syllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p>	<p>see Note, p. 165 of this correlation</p> <p>see Note, p. 165 of this correlation</p> <p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #39</i></p> <p><i>Resource Sheet #28, #29, #30, #31, #33, #34, #35, #36, #39</i></p> <p><i>find words that are made up of two words (e.g., pancake, grapefruit, doughnut, cupcake), p. 208</i></p> <p><i>look for words that are made up of two words (e.g., eyebrows, fingernails, toenails, eyelashes), p. 219</i></p> <p><i>Resource Sheet #37 (e.g., lb)</i></p> <p><i>learn about plural forms of animal names—both regular and irregular (e.g., wolf/wolves, hippopotamus/hippopotamuses), p. 204</i></p> <p><i>learn about plural forms of foods words (e.g., cherry/cherries, sweet potato/sweet potatoes), p. 209</i></p>		

Reading

Reading Comprehension

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension	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).	<p><i>draw a picture of the occupation that was presented, p. 172</i></p> <p><i>listen to the literature selection, then draw a picture of yourself when you were sad like the main character, p. 182</i></p>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<p><i>predict what the literature selection will be about, p. 182</i></p> <p><i>talk about the main character's feelings in the literature selection, p. 182</i></p>	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").	<p><i>talk about the main character's experiences in the literature selection, p. 191</i></p> <p>Carousel Connections: Pets—<i>answer questions about the literature selection (e.g., "Do you think a carrot is food a parrot would like? What do you feed a mouse?"), p. 12</i></p>
	Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	<p><i>listen to the literature selection, then draw a picture of yourself when you were sad, p. 182</i></p> <p>Carousel Connections: Pets—<i>make a "Pet Care Pamphlet" by choosing a favorite animal and two/three facts about how to take care of it, p. 13</i></p>	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	<p>Carousel Connections: Pets—<i>share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i></p> <p>Carousel Connections: Clothing & Accessories—<i>share experiences in a mall/buying gifts for family and friends, p. 14</i></p>
	Understand and follow simple one-step directions for classroom or work-related activities.	<i>cut out each Activity Picture as it's named, p. 179</i>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<i>follow directions and complete Resource Sheet #32 (e.g., "Color the first owl green. Cut it out. Put the green owl first."), p. 188</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level IV: Students should be able to read short sentences from the literature selection or from sentences they have written. They have been introduced to the vowel sounds and should be using context and phonetic clues to decode words. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

Beginning (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension & Analysis of Appropriate Text	Identify the basic sequences of events in stories read to them, using key words or pictures.	<p><i>listen to the story of the five little owls and put the owls in order (first through fifth), p. 187</i></p> <p>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></p>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<p><i>work in a group to practice giving and following directions in putting objects in the ordinal positions, p. 190</i></p> <p><i>talk about the pictures in the literature selections, p. 208</i></p>
			Identify the main idea in a story read aloud using key words and/or phrases.	<p><i>predict what the literature selections will be about, p. 173</i></p> <p><i>listen to the literature selection, then tell what it was about, p. 173</i></p>
			Point out text features such as title, table of contents, and chapter headings.	<i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i>

Early Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	<i>listen to the literature selection, then tell what it was about, p. 173</i> <i>listen to the literature selection, then talk about the main character’s feelings, p. 182</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>listen to the literature selection, then name things in the story that go with the ordinal numbers, p. 191</i> <i>listen to the literature selection, then retell it in your own words, including where the story takes place and the main characters, p. 199</i>
	Draw and label pictures related to a story topic or own experience.	<i>draw a picture of an elephant in its natural habitat and label it, p. 198</i> <i>draw a picture of a gorilla in its natural habitat and write a caption for it, p. 201</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>practice identifying target vocabulary/spatial concepts by following commands and cutting out Activity Pictures, p. 195</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>paste Activity Pictures on Bingo Sheets and follow directions, p. 207</i> <i>practice identifying target vocabulary by writing down a number of a corresponding IDEA picture when it’s named, p. 207</i>
Comprehension & Analysis of Grade-Level Appropriate Text	Orally identify the basic sequence of text read to them using key words or phrases.	<i>listen to the literature selection, then retell the story including setting and characters, p. 199</i>	Orally identify the basic sequence of written text using simple sentences.	<i>practice putting the owls in order with a partner, p. 188</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)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			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. 199</i>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension & Analysis of Grade-Level Appropriate Text	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	<i>listen to the literature selection, then talk about the pictures, p. 173</i> <i>listen to the literature selection, then tell whether or not you liked it, p. 173</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>listen to literature selection, then retell it using detailed sentences, p. 173</i> <i>look at the pictures in the literature selection, then predict what will happen in the story, p. 182</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>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>
	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 read it aloud, p. 173</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>look at the pictures in the literature selection, then predict what will happen in the story, p. 182</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>
Comprehension	Write captions of words or phrases for drawings related to a story.	<i>draw a picture of a cook at work and write a caption for it, p. 177</i> <i>draw a picture of yourself when you were sad write a caption for it, p. 182</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> <i>write three sentences following a model, p. 176</i>
	Understand and follow some multi-step directions for classroom-related activities.	<i>look at pictures of zoo/wild park animals and describe how they are alike and how they are different, p. 194</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>name all of the animals that have feathers, skin, and/or fur as coverings, p. 198</i> <i>compare sizes of animals using the IDEA pictures (e.g., “Which one is bigger, the fox or the hippopotamus? How much bigger?”), p. 202</i>
Comprehension & Analysis of Grade-Level Appropriate text and Expository Critique			Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.	<i>work in small groups reading the help wanted ads to find target occupations, p. 173</i>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension & Analysis of Grade-Level Appropriate Text	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.	<i>Carousel Connections: Clothing & 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>after listening to the literature selection, retell the story including setting and main characters, p. 199</i>
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	<i>listen to the literature selection, then retell the story and respond to questions, p. 173</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. 199</i>
	Write a brief story summary (three or four complete sentences).	<i>choose a situation, draw a picture, then write a story, p. 186</i> <i>complete Resource Sheet #39—Book Report</i>	Describe relationships between text and their experience.	<i>talk about the main character’s feelings in the story and tell about a time when you felt the same way, p. 182</i> <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 & Accessories—share experiences in a mall/buying gifts for family and friends, p. 14</i>
Comprehension	Read and use basic text features such as title, table of contents, and chapter headings.	see Note, p. 174 of this correlation	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	see Note, p. 174 of this correlation
Comprehension & Analysis of Grade-Level Appropriate text and Expository Critique	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	see Note, p. 174 of this correlation	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	see Note, p. 174 of this correlation
			Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	see Note, p. 174 of this correlation

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Structural Features of Informational Materials			Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.	<p><i>Carousel Connections: Clothing & Accessories—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 rhyme in the literature selection (Truck Song), p. 174</i></p>

Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Comprehension & Analysis of Grade-Level Appropriate Text	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 Notes, pgs. 148 and 174 of this correlation	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.	see Notes, pgs. 148 and 174 of this correlation
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			Describe main ideas and supporting details, including supporting evidence.	see Notes, pgs. 148 and 174 of this correlation
	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	see Notes, pgs. 148 and 174 of this correlation	Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text.	see Notes, pgs. 148 and 174 of this correlation
Structural Features of Informational Materials			Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.	see Notes, pgs. 148 and 174 of this correlation
Comprehension & Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials			Distinguish between fact/opinion, inference, and cause/effect in text.	see Notes, pgs. 148 and 174 of this correlation

Writing Strategies and Applications

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Penmanship	Copy the English alphabet legibly.	<i>students are asked to write/copy words throughout Level IV</i>	Write the English alphabet legibly.	<i>students are asked to write/copy words throughout Level IV</i>
Penmanship, Organization & Focus	Copy words posted and commonly used in the classroom.	<i>copy the title of the literature selection in Reading Log, pgs. 173, 182, 191, 208, 219</i> <i>copy/write the words next to the pictures in Picture Dictionary, pgs. 173, 199, 209</i>	Label key parts of common objects.	<i>label occupations in Picture Dictionary, p. 173</i> <i>Resource Sheet #28, #38</i>
Organization & Focus	Write a few words or phrases about an event or character from a story read by the teacher.	<i>write a sentence following a model on the board, p. 176</i> <i>draw a picture to go with the story, and copy the story from the board, p. 186</i>	Create simple sentences or phrases with some assistance.	<i>write an original sentence, p. 185</i> <i>choose a situation, draw a picture, and write a story, p. 186</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>work in groups to make up riddles, p. 172</i> <i>participate in a word cluster activity; then use the words to make a sentence, p. 183</i>	Use models to write short narratives.	<i>write three sentences following the models on the board, p. 176</i> <i>write captions for pictures from previous lesson, p. 205</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>work as a group to make up riddles about food, p. 210</i> <i>Carousel Connections: Clothing & 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 IV: *Students should be able to write sentence captions for their pictures. Some may be able to write short stories, two to three sentences in length, about a picture. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Organization & Focus	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>listen to the literature selection, then draw a picture of yourself when you were sad (like the main character) then write a caption for it, p. 182</i>	Write short narrative stories that include elements of setting and character.	<i>complete Resource Sheet #39—Book Report</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 sentence from the board and fill in the occupations, p. 176</i> <i>copy and complete a model sentence from the board, p. 185</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	<i>draw a picture to go with the story and copy the story from the board, p. 186</i> <i>write an original sentence using the information from the board as a guide, p. 214</i>
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	<i>complete Resource Sheet #39—Book Report</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 sentence about an animal following the model on the board and draw a picture to illustrate it, p. 203</i>
			Given a model, write a friendly letter.	<i>see Note, p. 182 of this correlation</i>
Organization & Focus, Evaluation and Revision	Write one to two simple sentences (e.g., “I went to the park.”)	<i>Resource Sheet #39</i> <i>write captions for pictures from previous lessons, p. 205</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>Resource Sheet #39</i> <i>write a sentence about an animal following the model on the board and draw a picture to illustrate it, p. 203</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Organization & Focus	Write short narrative stories that include the elements of setting and character.	<i>Resource Sheet #39</i>	Narrate a sequence of events with some detail.	<i>predict what the literature selection will be about, p. 173</i> <i>respond to questions about the IDEA cards (e.g., “Where is the checker?” [“The checker is under the king.”]), p. 175</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>draw a 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 in small groups to make up riddles, p. 172</i> <i>write three sentences following the model on the board, p. 176</i>	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<i>work in small groups to make up riddles, p. 172</i> <i>Carousel Connections: Clothing & Accessories—create poetry using rhyming words, p. 15</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. 182 of this correlation
Organization & Focus	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>write sentences following a model and fill in the occupation, p. 176</i> <i>draw a picture of a cook at work and write a caption, p. 177</i>	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	<i>write a sentence about an animal which includes information about its natural habitat, p. 205</i>
	Write a friendly letter of a few lines.	see Note, p. 182 of this correlation	Independently write a letter using detailed sentences.	see Note, p. 182 of this correlation

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Organization & Focus	Write short narrative stories that include the elements of setting, character and events.	<i>Resource Sheet #39—Book Report</i>	Write a detailed summary of a story.	<i>Resource Sheet #39—Book Report</i>
	Use the writing process to write short paragraphs that maintain a consistent focus.	<i>Resource Sheet #39—Book Report</i>	Arrange compositions according to simple organizational patterns.	see Note, p. 182 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. 182 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. 182 of this correlation
	Write a formal letter.		Independently write a persuasive letter with relevant evidence.	see Note, p. 182 of this correlation
Organization & Focus, Evaluation and Revision	Produce independent writing using consistent standard grammatical forms, but with some rules may not be in evidence.	see Note, p. 182 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. 182 of this correlation

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Organization & Focus	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>draw a picture of a gorilla and write a caption for it, p. 201</i> <i>write captions for pictures of animals in their natural habitats, p. 205</i>	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 sentence about an animal which includes information about its natural habitat, p. 205</i>
			Write a persuasive composition using standard grammatical forms.	see Note, p. 182 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	<i>write a sentence about an animal which includes information about its natural habitat, p. 205</i>	Write narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #39</i>
Organization & Focus, Evaluation and Revision	Produce independent writing using correct grammatical forms.	see Note, p. 182 of this correlation	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	see Note, p. 182 of this correlation
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	see Note, p. 182 of this correlation	Independently use all of the steps of the writing process.	see Note, p. 182 of this correlation

Writing Conventions

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Capitalization	Use capital letters when writing own name.	<i>students are writing simple sentences throughout Level IV 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 IV using capital letters and punctuation</i>
Punctuation			Use a period at the end of a sentence.	<i>students are writing simple sentences throughout Level IV using capital letters and punctuation</i>

NOTE: Guidelines for Writing—Carousel of IDEAS Level IV: Students should be able to write sentence captions for their pictures. Some may be able to write short stories, two to three sentences in length, about a picture. Students will be exposed to many of the Intermediate, Early Advanced, and Advanced ELA objectives in the Carousel program at Levels V-VIII.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Capitalization	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level IV using capital letters and punctuation</i>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level IV using capital letters and punctuation</i>
Punctuation	Use a period or question mark at the end of a sentence.	<i>students are writing simple sentences throughout Level IV 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 IV using capital letters and punctuation</i>
Punctuation, Capitalization, Spelling	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	see Note, p. 187 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	see Note, p. 187 of this correlation

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Capitalization, Punctuation, Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>write original sentences, p. 185</i> <i>Resource Sheet #39—Book Report</i>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>write original sentences, p149</i> <i>Resource Sheet #39—Book Report</i>
Sentence Structure, Grammar, Spelling	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<i>write original sentences, p. 185</i> <i>Resource Sheet #39—Book Report</i>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i> <i>Carousel Connections: Pets—Resource Sheet #4</i> <i>Resource Sheet #39—Book Report</i>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Capitalization, Punctuation, Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	see Note, p. 187 of this correlation	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	see Note, p. 187 of this correlation
Sentence Structure, Grammar, Spelling	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	see Note, p. 187 of this correlation	Use standard word order but may have some consistent grammatical forms, including inflections.	see Note, p. 187 of this correlation
Punctuation, Capitalization, Spelling	<p>Edit writing for some conventions (e.g., capital letters and periods).</p> <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>see Note, p. 187 of this correlation</p> <p><i>write an original sentence, p.185</i></p> <p><i>choose a situation, draw a picture, and write a story, p. 186</i></p> <p><i>write an original sentence, p. 185</i></p>	<p>Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).</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 patters (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</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. 187 of this correlation</p> <p><i>Resource Sheet #30, #31, #33, #34, #35, #36, #37, #38, #39</i></p> <p>see Note, p. 187 of this correlation</p> <p><i>write an original sentence, p. 185</i></p> <p><i>choose a situation, draw a picture, and write a story, p. 186</i></p>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Sentence Structure, Grammar	Use complete sentences and correct word order.	<i>write an original sentence, p. 185</i> <i>choose a situation, draw a picture, and write a story, p. 186</i> <i>Resource Sheet #39—Book Report</i>	Use complete sentences and correct word order.	<i>write an original sentence, p. 185</i> <i>choose a situation, draw a picture, and write a story, p. 186</i> <i>Resource Sheet #39—Book Report</i>
Grammar	Use correct parts of speech, including correct subject/verb agreement.	see Note, p. 187 of this correlation	Use correct parts of speech, including correct subject/verb agreement.	see Note, p. 187 of this correlation
Capitalization, Punctuation, Spelling	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 187 of this correlation	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 187 of this correlation
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling	Produce writing that demonstrates a command of the conventions of standard English.	see Note, p. 187 of this correlation	Produce writing that demonstrates a command of the conventions of standard English.	see Note, p. 187 of this correlation

Reading

Literary Response and Analysis

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Narrative Analysis of Grade-Level Appropriate Text <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>listen to the literature selection; then tell what the story was about, p. 173</i> <i>listen to the literature selection; then tell about how the main character felt, p. 182</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>listen to the literature selection; then describe the main characters, p. 182</i> <i>listen to the literature selection; then name things in the story that go with ordinal numbers, p. 191</i>
	Draw pictures related to a work of literature identifying setting and characters.	<i>draw a picture of a cook at work, p. 177</i> <i>listen to the literature selection; then draw a picture of yourself when you were sad like the main character, p. 182</i>	Orally identify different characters and setting in simple literary texts using words or phrases.	<i>look at the pictures in the literature selection and predict what will happen next, p.182</i> <i>tell about the main character in the literature selection and compare a similar situation/experience, p. 191</i>
Narrative Analysis of Grade-Level Appropriate Text			Orally distinguish between fiction and non-fiction using one- or two-word responses.	<i>talk about the main character's feelings and tell about a time when you felt the same way, p. 182</i>
Structural Features of Literature			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 IV: Students should be able to read short sentences from the literature selection or from sentences they have written. They have been introduced to the vowel sounds and should be using context and phonetic clues to decode words. 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 IV	GRADES 3-5	Carousel of IDEAS: Level IV
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Reading Comprehension</i>	Orally respond to stories by answering factual comprehension questions, using simple sentences.	<i>listen to the literature selection; then talk about the main character's feelings, p. 182</i> Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why did the little girl go to the mall? What gift did the little girl buy her grandmother for her birthday?”), p. 14</i>	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	<i>listen to the literature selection; then talk about the main character's feelings/experiences, p. 191</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>listen to the literature selection; then retell the story identifying plot, setting, and characters, p. 199</i>
Narrative Analysis of Grade-Level Appropriate Text <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>
Narrative Analysis of Grade-Level Appropriate Text	Orally identify setting and characters using simple sentences and vocabulary.	<i>listen to the literature selection; then retell the story identifying plot, setting, and characters, p. 199</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>listen to the literature selection; then retell the story identifying plot, setting, and characters, p. 199</i> Carousel Connections: Clothing & Accessories— <i>answer questions about the literature selection, p. 14</i>
Structural Features of Literature			Orally distinguish among poetry, drama, and short stories using simple sentences.	see Note, p. 192 of this correlation
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			Orally describe what a character is like by what he/she does in a selection, using simple sentences.	<i>talk about the main character's feelings in the literature selection, p. 182</i> Carousel Connections: Clothing & Accessories— <i>answer questions about the main character in the literature selection, p. 14</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
<p>Narrative Analysis of Grade-Level Appropriate Text</p> <p><i>Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development</i></p>	<p>Use expanded vocabulary and descriptive words for oral and written responses to simple texts.</p>	<p>see Note, pgs. 148 and 187 of this correlation</p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p>	<p>see Note, pgs. 148 and 187 of this correlation</p>
<p>Narrative Analysis of Grade-Level Appropriate Text</p> <p><i>Also are addressed in Reading Comprehension</i></p>	<p>Read simple poetry and respond to factual comprehension questions using simple sentences.</p>	<p>Carousel Connections: Pets—<i>listen/read the book Will a Parrot Eat a Carrot (in the form of a poem) and answer factual comprehension questions, p. 12</i></p>	<p>Apply knowledge of language to derive meaning/comprehension from literary texts.</p>	<p>see Note, 192 of this correlation</p>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Structural Features of Literature	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	see Note, pgs. 148 and 192 of this correlation	Identify and describe figurative language (e.g., similes, metaphors and personification).	see Note, pgs. 148 and 192 of this correlation
			Distinguish between literary connotations and symbols from culture to culture.	see Note, pgs. 148 and 192 of this correlation
			Read and orally identify metaphors and similes in a selection.	see Note, pgs. 148 and 192 of this correlation
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism	Read and orally identify literary elements of plot, setting, and characters.	<i>listen to the literature selection; then retell the story identifying plot, setting, and characters, p. 199</i>	Identify the motives of characters in a work of fiction.	see Note, pgs. 148 and 192 of this correlation
	Read and identify beginning, middle, and end of a story.	see Note, pgs. 148 and 192 of this correlation	Recognize and describe themes stated directly in a text.	see Note, pgs. 148 and 192 of this correlation
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	see Note, pgs. 148 and 192 of this correlation
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	see Note, pgs. 148 and 192 of this correlation
Narrative Analysis of Grade-Level Appropriate Text			Recognize the difference between first and third person in a literary text.	see Note, pgs. 148 and 192 of this correlation

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level IV	GRADES 3-5	Carousel of IDEAS: Level IV
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Reading Comprehension</i>	Read and respond both orally and in writing to a variety of children’s literature	<i>listen to the literature selection; then retell the story identifying plot, setting, and characters, p. 199</i> <i>Resource Sheet #39—Book Report</i>		
Structural Features of Literature	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. 148 and 192 of this correlation
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism	Compare and contrast literary elements of different authors.		Identify and evaluate the author’s use of various techniques to influence readers’ perspectives.	see Note, pgs. 148 and 192 of this correlation
			Recognize and describe themes stated directly or implied in literary texts.	see Note, pgs. 148 and 192 of this correlation
			Compare and contrast the motives of characters in a work of fiction.	see Note, pgs. 148 and 192 of this correlation