

**CORRELATION OF *CAROUSEL OF IDEAS PROGRAM LEVEL V (Set 2)*
TO THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS**

**Listening and Speaking
Strategies and Applications**

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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>look at IDEA pictures of vehicles and tell how they are alike and how they are different, p. 26-27</i> <i>play What's in the Square?, p. 36</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>answer questions about a chart on the board, p. 38</i> <i>tell which toy you like better and why, p. 44</i>
	Answer simple questions with one- or two-word responses.	<i>play 20 Questions, p. 41</i> <i>listen to riddles and answer them using vocabulary words, p. 38</i>	Answer simple questions with one- or two-word responses.	<i>play Whose Toy Is It?, p. 43</i> <i>name animals found in the pictures and tell about where the animals live, what they eat, or what their habitats are, p. 45</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 pictures depicting the sequence of actions described on the board, p. 22</i> <i>practice identifying target vocabulary, spatial concepts, and comparatives by following directions using the Activity Pictures, p. 19</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>choose one feeling depicted in the literature selection and pantomime it while other students guess it, p. 32</i> <i>draw an imaginary classroom that has items of only one shape, p. 69</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 V: Students will listen as the lesson is presented, directions are given, the literature selection is read, and other student or adults are speaking. In natural, unrehearsed situations, students are communicating with some fluency. They are able to talk about a story they have read or an experience they have had, and also put events in correct sequence using present and future tenses.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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>talk about the pictures in the literature selection, p. 22</i> <i>look at IDEA pictures of vehicles and tell how they are alike and how they are different, p. 26-27</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>describe the weather in each region of the world, p. 45</i> <i>observe and describe the color, texture, size, and shape of frogs, p. 47</i>
	Ask and answer questions using phrases or simple sentences.	<i>look at Theme Picture/Poster #19 and answer questions, p. 18</i> <i>talk about whether or not you liked the literature selection—if yes, why? If no, why not?, p. 50</i> <i>predict what the literature selection will be about, p. 50</i>	Ask and answer questions using phrases or simple sentences.	<i>answer questions about the activities/ days of the week chart (e.g., “Who plays baseball on Tuesday?”), p. 29</i> <i>answer questions about the weather and day of the week (e.g., “What kind of weather did we have on Thursday?”), p. 32</i>
			Restate and execute multistep oral directions.	<i>choose one of the “feelings” from the literature selection and pantomime it while other students guess the feeling, p. 32</i> <i>describe the day’s weather, put up the appropriate symbol, and write the temperature on the classroom calendar, p. 30</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. 32</i> <i>listen to two descriptions of the literature selection and give the one that is more accurate, p. 40</i>	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	<i>tell if the literature selection is real or make believe, how Madeline and the other little girls felt, and how the story made you feel, p. 40</i> <i>talk about the main character in the literature selection, p. 50</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.	Carousel Connections: Clothing & Accessories—sing along with songs (audiotape track 4), p. 14	Recite familiar rhymes, songs, and simple stories.	Carousel Connections: Pets—sing along with songs (audiotape track 4), p. 13

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Comprehension	Ask and answer instructional questions using simple sentences.	<p><i>talk about IDEA pictures (e.g., vacuum cleaner), and answer questions, p. 65</i></p> <p><i>think of household items to compare, and make up questions for the class to answer, p. 63</i></p>	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”)	<p><i>interview a grandparent or an older person and ask about at least one household item and what this item was like when he/she was younger, p. 65</i></p> <p><i>tell how various household items are used, p. 66</i></p>
	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	<p><i>listen to the literature selection and retell the story in sequence, p. 22</i></p> <p><i>classify IDEA pictures of vehicles by their speed, p. 21</i></p>	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	<p><i>listen to an introduction of weather/ weather symbols; then choose the appropriate symbol for the day’s weather, p. 30</i></p> <p><i>listen to the literature selection, then retell the important parts, p. 70</i></p>
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).	<p><i>predict what the literature selection will be about, p. 70</i></p> <p><i>tell whether or not you liked the literature selection—if so, why; if not, why not, p. 70</i></p>	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).	<p><i>share experiences with ironing, p. 60</i></p> <p><i>share experiences with a sewing machine, p. 63</i></p>
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<p><i>tell whether or not you liked the literature selection—if so, why; if not, why not, p. 32</i></p> <p><i>share a favorite toy with the class, p. 38</i></p>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<p><i>bring a toy from home and tell about it, or describe how to play a game that is played in your native country, p. 43</i></p> <p><i>share camping experiences, p. 64</i></p>
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<p><i>look at the pictures in the literature selection and predict what will happen next, p. 32</i></p> <p><i>work in groups to compare the weights of toys, p. 42</i></p>	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<p><i>talk about the main character’s feelings and compare them with own experiences that are similar, p. 40</i></p> <p><i>talk about the characters and setting in the literature selection; tell favorite parts and explain why you liked those parts; and tell something exciting that happened in the story, p. 62</i></p>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Comprehension	Listen attentively to stories/information, and orally identify key details and concepts.	<i>talk about the main character's feelings and compare them with own experiences that are similar, p. 40</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>talk about the characters and setting in the literature selection; tell favorite parts and explain why you liked those parts; and tell something exciting that happened in the story, p. 62</i>	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	<i>retell the story from the literature selection in correct sequence, p. 62</i> <i>retell the important parts of the literature selection, p. 70</i>
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>talk about pictures in the literature selection, p. 22</i> <i>work in groups to compare the weights of different toys, p. 42</i>	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>follow commands and answer questions using the Activity Pictures, p. 37</i> <i>observe and describe the color, texture, size, and shape of peacocks, p. 49</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 with ironing, p. 60</i> <i>play a path-type board game with the shape word cards as draw cards, p. 69</i>	Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	<i>play a board game using the Activity Pictures as draw cards, p. 52</i> <i>pretend to go camping and decide which household items to take along, p. 64</i>
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	<i>play "I'm Going to Africa and I'm taking a Fire Engine," p. 26</i>	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	<i>respond to questions about the travel chart (e.g., "How will Paul travel? How will Minh travel?")</i> , p. 25
	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	<i>choose one "feeling" from the literature selection and pantomime it while other students guess which feeling it is, p. 32</i> <i>retell the story in correct sequence, p. 62</i>	Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	<i>listen to two descriptions of the literature selection and give the one that is more accurate, p. 40</i> <i>retell the important parts of the literature selection, p. 70</i>
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs.").	

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Comprehension	Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.	<i>talk about the characters and setting in the literature selection; tell favorite parts and explain why you liked those parts; and tell something exciting that happened in the story, p. 62</i>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	<i>talk about Theme Picture/Poster #22 and answer questions (e.g., “We’re looking into a house. Can you find the knife, fork, and spoon? Which one is sharper, the knife or the spoon?”), p. 59</i>
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	see Note, p. 197 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. 197 of this correlation
Comprehension, Organization & Delivery of Oral Communication	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>interview grandparent or older person and ask about at least one household item and what this item was like when he/she was younger, p. 65</i>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>interview grandparent or older person and ask about at least one household item and what this item was like when he/she was younger, p. 65</i>
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>work in small groups to plan skits about what you do on certain days of the week; then perform the skits, p. 29</i> <i>read a thermometer and write the temperature on the calendar, p. 34</i>	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>describe the weather in each region of the world, p. 45</i> <i>tell favorite parts of the literature selection and explain why you liked those parts, p. 62</i>
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	<i>listen to two descriptions of the literature selection and give the one that is more accurate, p. 40</i> <i>retell the story (The Three Bears) in the correct sequence, p. 62</i>	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	<i>locate and read the listings and advertisements for the fire department, airlines, and moving companies, p. 22</i> <i>read and complete the graph on the board, p. 54</i>
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 197 of this correlation	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 197 of this correlation

Reading Word Analysis

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development	Recognize English phonemes that correspond to phonemes students already hear and produce.	<i>listen to a lesson on the short /a/ sound and name other words that begin with that sound, p. 23</i> <i>find words that have some of the same sounds as the days of the week, p. 31</i>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<i>read toy descriptions to a partner or small group, p. 42</i> <i>read the sentences on the board aloud and find the one that tells about a certain animal, p. 55</i>
Phonemic Awareness, Decoding and Word Recognition			Recognize sound/symbol relationships in own writing.	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i> <i>write original captions for pictures, p. 24</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level V: Students at Level V are reading captions they have written and sentences and short sections from the literature selection.

Early Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
<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><i>Carousel Connections: Pets—look through literature book and find words that begin with the letter “p”—write the word and draw a small picture that illustrates its meaning, p. 14 (Focus on Phonics)</i></p> <p><i>practice reading the days of the week and find words that contain some of the same sounds as these words, p. 31</i></p> <p><i>Carousel Connections: Pets—listen to a discussion on rhyming words and find other rhyming words in the story, p. 14;</i></p> <p><i>Carousel Connections: Clothing & Accessories—listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>listen to a lesson on the short /o/ sound and find words that have the same sound in the middle, p. 39</i></p> <p><i>Carousel Connections: Clothing & Accessories—identify final sounds in words found in the story, p. 15</i></p> <p><i>Carousel Connections: Clothing & Accessories—look for words that begin with the letter /p/, p. 14</i></p> <p><i>review sounds such as the /ch/ sound and short /a/ sound and find words that have these sounds, p. 49</i></p> <p><i>talk about the word knife and the /n/ sound, p. 60</i></p>	<p>While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).</p>	<p><i>read sentences from the board and answer questions, p. 26</i></p> <p><i>read favorite vehicle caption to a friend, p. 25</i></p> <p><i>practice reading the days of the week and find words that contain some of the same sounds as these words, p. 31</i></p>

Early Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
	<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>read the target vocabulary by looking at the IDEA word cards and finding ones you can read, p. 60</i></p> <p><i>Carousel Connections: Pets—listen to a discussion on rhyming words and find other rhyming words in the story, p. 14</i></p> <p><i>Carousel Connections: Clothing & Accessories—listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>Carousel Connections: Clothing & Accessories—identify final sounds in words found in the story, p. 15</i></p> <p><i>Carousel Connections: Clothing & Accessories—look for words that begin with the letter /p/, p. 14</i></p> <p><i>listen to a lesson on the short /o/ sound and find words that have that sound in the middle, p. 39</i></p>	<p>While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).</p>	<p><i>read sentences from the board and answer questions, p. 26</i></p> <p><i>practice reading the days of the week and find words that contain some of the same sounds as these words, p. 31</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>find words that are made up of two small words (e.g., sandbox, skateboard, airplane), p. 39</i></p> <p><i>listen to a lesson on the short /o/ sound and find words that have that sound in the middle, p. 39</i></p>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
<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></p> <p><u>Kindergarten P.A.</u></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p><u>Grade 1 P.A.</u></p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).</p>	<p><i>read toy descriptions to a partner or small group, p. 42</i></p> <p><i>read the target vocabulary from the IDEA word cards, p. 49</i></p> <p><i>listen to a lesson on the short /u/ sound and think of additional words that have that sound, p. 49</i></p> <p><i>review other sounds such as the /ch/ sound and the short /a/ sound and find words that have these sounds, p. 49</i></p> <p><i>listen to a lesson on the short /u/ sound and think of additional words that have that sound, p. 49</i></p> <p>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</p> <p>Carousel Connections: Clothing & Accessories—create poems using rhyming words, p. 15</p> <p><i>listen to introduction of the short /o/ sound and find words that have the same sound in the middle, p. 39</i></p> <p>Carousel Connections: Clothing & Accessories—find words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>	<p><i>read toy descriptions to a partner or in a small group, p. 42</i></p> <p><i>read student-made “Small, Medium, and Large Animal Books” to each other, p. 54</i></p>

Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
<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.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<p><i>listen to an introduction of the long /a/ and silent /e/ (e.g., plate and skate); continue with /ai/ and /ea/ and other vowel combinations, p. 71</i></p>	<p>Use common English morphemes in oral and silent reading.</p>	<p><i>read the IDEA word cards and match them with the IDEA shape cards, p. 69</i></p> <p><i>look for shape words that begin with the same sound (e.g., cross and curve), p. 69</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><i>students at this level should be able to recognize and name all of the upper and lower case letters of the alphabet</i></p> <p><i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i></p> <p><i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i></p> <p><i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i></p>		

Intermediate (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Concepts about Print (CaP)	1.4 Recognize that sentences in print are made up of separate words.	<i>Resource Sheet #40, #42, #43, #44, #46 read "Days of the Week" books to partners or small groups, p. 34</i>		
	1.5 Distinguish letters from words.	<i>review the sounds found in the days of the week words and find other words that have the same sounds, p. 31</i>		
	<u>Grade 1 CaP</u> 1.1 Match oral words to printed words.	<i>match IDEA pictures and words, p. 39</i>		
	1.3 Identify letters, words, and sentences.	<i>listen to riddles and answer them using target vocabulary, p. 38 read the chart on the board and mark an X under favorite toy, p. 38 Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i>		

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
<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>find words that are made up of two small words (e.g., sandbox, skateboard, airplane), p. 39</i></p> <p><i>listen to a lesson on the short /o/ sound and find words that have that sound in the middle, p. 39</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 small words (e.g., sandbox, skateboard, airplane), p. 39</i></p> <p><i>listen to a lesson on the /ch/ sound and find words that begin with this sound, p. 49</i></p> <p><i>listen to directions (including the words next to, in a row, on top of, and away from) and arrange Activity Pictures accordingly (e.g., “Put the helicopter next to the tow truck.”), p. 19</i></p> <p><i>find words that are made up of two small words (e.g., sandbox, skateboard, airplane), p. 39</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 V	GRADES 3-5	Carousel of IDEAS: Level V
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) (cont.)</p>	<p><u>ELA Standards (cont.)</u> <u>Kindergarten P.A. Grade 2 D/WR (cont.)</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><i>listen to a lesson on the long /a/ and silent /e/ (e.g., plate, skate); continue with /ai/ and /ea/ and other vowel combinations, p. 71</i></p> <p><i>match IDEA words with IDEA pictures, p. 23</i></p> <p><i>look over the word cards to find words you can read, p. 39</i></p> <p><i>listen to riddles and guess vocabulary word that riddles describe (target vocabulary includes multisyllable words), p. 41</i></p> <p><i>read sentences aloud from the board, p. 64</i></p> <p>see Note, p. 202 of this correlation</p>		

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
<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><i>students at this level should be able to match the consonants and short vowel sounds to appropriate letters; this will be reviewed throughout the level</i></p> <p><i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</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>look for shape words that begin with the same sound (e.g., cross and curve), p. 69</i></p>		

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
<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><i>read sentences from the board and answer questions, p. 25</i></p> <p><i>practice reading the days of the week; look at the vowel/consonant sounds and find other words that contain these sounds, p. 31</i></p> <p><i>Resource Sheet #40, #42, #43, #44, #45, #46, #47</i></p> <p><i>read the target vocabulary from the IDEA word cards, p. 49</i></p> <p><i>find words that are made up of two little words, p. 39</i></p> <p><i>Resource Sheet #40, #43, #45, #46</i></p> <p><i>Resource Sheet #40, #44</i></p> <p><i>listen to a lesson on the long /a/ and silent /e/ (e.g., <i>plate, skate</i>, p. 71</i></p> <p><i>read sentences from the board, p. 55</i></p> <p><i>read student-made “Small, Medium, and Large Animal Books” to each other, p. 54</i></p>		

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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>practice reading the days of the week—look at the short /e/ sound in Wednesday and think of other words with the short /e/ sound, p. 31</i></p> <p>Carousel Connections: Pets—<i>Home Connection Activity Sheets #1, #2</i></p> <p><i>students at this level should be able to match the consonants and short vowel sounds to appropriate letters; this will be reviewed throughout the level</i></p> <p><i>Resource Sheet #40, ##43, #45, #46</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 long /a/ and silent /e/ (e.g., plate, skate); continue with /ai/ and /ea/ and other vowel combinations, p. 71</i></p> <p><i>read sentences from the board, p. 64</i></p> <p><i>Resource Sheet #40, #42, #43, #44, #45, #46, #47</i></p> <p>Carousel Connections: Clothing & Accessories—<i>Resource Sheet #3</i></p> <p><i>look for shape words that begin with the same sound (e.g., cross, curve; stove, star), p. 69</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>practice reading the days of the week—discover that all the words begin with a capital letter and end with the word “day”; then look at the short /e/ sound in Wednesday and think of other words with the short /e/ sound, p. 31</i></p>

Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
<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><i>Resource Sheet #40 (e.g., sailboat, airplane—you're, won't, there's)</i></p> <p><i>Resource Sheet #43, #44 (e.g., chipmunk, peacock)</i></p> <p><i>Carousel Connections: Pets—Home Connection Activity Sheet #2 (e.g., "Practice <u>saying</u> your sentence.)</i></p> <p><i>Resource Sheet #44</i></p> <p><i>listen to a lesson on the long /a/ and silent /e/ (e.g., plate, skate), p. 71</i></p> <p><i>put pictures and captions together to make books and read books aloud to other students, p. 23</i></p> <p><i>listen to a lesson on the long /a/ and silent /e/ (e.g., plate, skate); continue with /ai/ and /ea/ and other vowel combinations, p. 71</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>find words that are made of two smaller words, p. 39</i></p> <p><i>match IDEA pictures and words, p. 39</i></p>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Decoding and Word Recognition (D/WR)	<p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant-consonant/vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p> <p>1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly-flies, wife/wives</i>).</p>	<p><i>Resource Sheet #40, #42, #43, #44, #45, #46, #47</i></p> <p><i>find words that are made of two smaller words, p. 39</i></p> <p><i>Resource Sheet #40, #42, #43, #44, #45, #46, #47</i></p> <p><i>Resource Sheet #44 (e.g., flies, swims, walks)</i></p>	.	

Reading

Fluency and Systematic Vocabulary Development

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p>	<p><i>read the chart on the board and mark an X under your favorite toy, p. 38</i></p> <p><i>play Silly Sally using target vocabulary to complete a sentence, p. 64</i></p> <p><i>compare household items, p. 63</i></p> <p><i>Resource Sheet #44—sort animals by land, water, or air</i></p> <p><i>classify animals into categories of small, medium, and large, p. 54</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p>	<p><i>read your “Days of the Week” book to a partner or small group, p. 34</i></p> <p><i>read your toy description to a partner or a small group, p. 42</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>work in groups to compare the weights of toys, p. 42</i></p> <p><i>play Whose Toy Is It?, p. 43</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>play a board game using Activity Pictures as draw cards, p. 52</i></p> <p><i>interview grandparent or older person and ask about a household item and what this item was like when he/she was younger, p. 65</i></p>

NOTE: Guidelines for Reading—Carousel of IDEAS Level V: Students at Level V are reading captions they have written and sentences and short sections from the literature selection..

Beginning (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Vocabulary & Concept Development <i>Also are addressed in Listening & Speaking</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>practice identifying target vocabulary and expressions by listening to commands and responding (e.g., “Put the helicopter next to the tow truck.”), p. 19</i> <i>categorize weather pictures in different ways (e.g., group all the pictures that depict hot weather together), p. 30</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>find toys in Theme Picture/Poster #20 that are examples of shiny or dull, rough or smooth, hard or soft, and so forth, p. 36</i> <i>match IDEA pictures and words, p. 30</i>
	Retell simple stories using drawings, words, or phrases.	<i>draw pictures depicting the sequence of actions described on the board, p. 22</i> <i>retell the story in sequence, p. 22</i>	Retell simple stories using drawings, words, or phrases.	<i>look at the cover of the literature selection and predict what the story will be about, p. 40</i> <i>talk about the main characters from the story and compare a personal experience to one in the story, p. 40</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>choose a vacation spot and tell how you would like to get there, p. 25</i> <i>work in small groups and plan skits about what you do on certain days of the week; then perform the skits, p. 29</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>describe the day’s weather; put up the appropriate symbol; and write the temperature on the classroom calendar, p. 30</i> <i>describe the weather in each region of the world, p. 45</i> <i>pretend to go camping and decide which household items to take along, p. 64</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Vocabulary & Concept Development (V/CD)	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<i>pretend to go camping and decide which household items to take along; make up a sentence telling something you are/are not taking, p. 64</i> <i>talk about Theme Picture/Poster #22 and answer questions (e.g., “Can you find the knife, fork, and spoon? Which one is sharper, the knife or the spoon?”), p. 59</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>describe the weather in each region of the world, p. 45</i> <i>name animals found in the pictures and tell where the animals live, what they eat, and/or what their habitats are, p. 46</i> <i>observe and describe the color, texture, size, and shape of frogs, p. 47</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>read the target vocabulary from the IDEA word cards, p. 49</i> <i>read the sentences on the board and find the one that tells about a certain animal, p. 55</i>	Read simple vocabulary, phrases, and sentences independently.	<i>listen to a lesson on the short /i/ and find other words with the same sound, p. 63</i> <i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i>
	Read aloud an increasing number of English words.	<i>read favorite vehicle caption to a classmate, p. 25</i> <i>read “Days of the Week” book to a partner or small group, p. 34</i>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<i>practice reading the days of the week; look for things these words have in common (e.g., they all begin with a capital letter and end with the word “day”); then find words that contain the same sounds (e.g., /s/ sound—Saturday, Sunday), p. 31</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. 215 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. 215 of this correlation
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>put pictures and captions together to make a book, and read the book aloud to other students, p. 23</i> <i>share student-made animal books with parent/family members, p. 57</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 V	GRADES 3-5	Carousel of IDEAS: Level V
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>listen to a lesson on the short /u/ sound and think of additional words that have that sound, p. 49</i> <i>review the /ch/ and short /a/ sounds and find words that have these sounds, p. 49</i>
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	see Note, p. 215 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. 197 and p. 215 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>finds words that are made up of two smaller words, p. 39</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 pictures depicting different types of weather conditions (e.g., hot, cold, rainy, cloudy), p. 30</i> <i>classify IDEA pictures of vehicles by their speed and sort them into two groups (e.g., fast and slow), p. 21</i>	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<i>read the sentences from the board and find the one that tells about the animal that is named; read it aloud and underline the name of the animals and the word that tells where it spends most of its time, p. 55</i> <i>find a word card, read it aloud, and place the IDEA picture next to it, p. 61</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 V	GRADES 3-5	Carousel of IDEAS: Level V
Vocabulary & Concept Development (V/CD) <i>Also are addressed in Listening & Speaking</i>	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). <u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.18 Describe common objects and events in both general and specific language.	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> <i>choose a vacation spot and tell how you would like to get there, p. 25</i> <i>choose one of the vehicles from the target vocabulary and tell about it, p. 24</i>	Use content-related vocabulary in discussions and reading.	Carousel Connections: Clothing & Accessories— <i>participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i> <i>respond to questions about the travel chart (e.g., “How will Paul travel? How will Minh travel?”), p. 25</i>
	Apply knowledge of content-related vocabulary to discussions and reading.	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> <i>describe the day’s weather, p. 30</i> <i>observe and describe the color, texture, size, and shape of peacocks, p. 49</i>		
Vocabulary & Concept Development, Decoding & Word Recognition	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>	Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i> <i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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 short /a/ sound and name words that begin with that sound, p. 23</i> <i>find words that are made up of two smaller words, p. 39</i>
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	see Note, p. 215 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. 215 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 #40, #41, #42, #43, #44, #45, #46</i> see Note, p. 215 of this correlation	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>
			Use standard dictionary to find the meanings of known vocabulary.	see Note, p. 215 of this correlation
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird.”)	see Note, p. 215 of this correlation
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	<i>read animal books to a partner, p. 54</i> <i>read the target vocabulary from the IDEA word cards, p. 49</i>	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<i>find vocabulary words in the literature selection, p. 62</i> <i>make a “Three Bears Book” and read it to a partner or in a small group, p. 62</i>
			Use some common idioms in discussions and reading (e.g., “scared silly”).	see Note, p. 197 and p. 215 of this correlation
			Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	Carousel Connections: Clothing & Accessories— <i>read the story aloud in pairs or in small groups, p. 14</i> Carousel Connections: Clothing & Accessories— <i>write a poem and say it to the class using appropriate props, p. 16</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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. 215 of this correlation see Note, p. 215 of this correlation	Apply knowledge of common roots and affixes when attached to known vocabulary.	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>
	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. 215 of this correlation see Note, p. 215 of this correlation	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	see Note, p. 215 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>Carousel Connections: Clothing & Accessories—read the story aloud in pairs or in small groups, p. 14</i> <i>find words that are made up of two smaller words, p. 39</i>	Apply knowledge of academic and social vocabulary to achieve independent reading.	<i>Carousel Connections: Pets—read the story aloud in pairs or in small groups, p. 12</i>
			Use common idioms, some analogies and metaphors in discussion and reading.	see Note, p. 215 of this correlation
			Use a standard dictionary to determine meaning of unknown words.	see Note, p. 215 of this correlation
	Read narrative and texts aloud with appropriate pacing, intonation, and expression.	<i>Carousel Connections: Clothing & Accessories—read the story aloud in pairs or in small groups, p. 14</i> <i>Carousel Connections: Pets—read the story aloud in pairs or in small groups, p. 12</i>	Read narrative and expository text aloud with appropriate pacing, intonation, and expression.	<i>Carousel Connections: Clothing & Accessories—read the story aloud in pairs or in small groups, p. 14</i> <i>Carousel Connections: Pets—read the story aloud in pairs or in small groups, p. 12</i>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Decoding and Word Recognition (D/WR)	<u>ELA Standards</u> <u>Kindergarten D/WR</u> 1.14 Match all consonant and short-vowel sounds to appropriate letters.	<i>students at this level should be able to match the consonants and short vowel sounds to appropriate letters; this will be reviewed throughout the level</i>		
	1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	Carousel Connections: Pets— <i>read the story aloud in pairs or in small groups, p. 12</i>		
	1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	<i>listen to a lesson on the short /a/ sound and find other words that begin with that sound, p. 23</i>		
	<u>Grade 1 D/WR</u> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	see Note, p. 215 of this correlation		
	1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>		
	1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>		
	1.13 Read compound words and contractions.	<i>read the IDEA word cards and match them with the pictures, p. 39</i> <i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>		
1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46</i>			

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Decoding and Word Recognition (D/WR)	1.15 Read common word families (e.g., -ite, -ate).	see Note, p. 215 of this correlation		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	<p>Carousel Connections: Clothing & Accessories—<i>read the story aloud in pairs or in small groups, p. 14</i></p> <p>Carousel Connections: Pets—<i>read the story aloud in pairs or in small groups, p. 12</i></p>		
	<u>Grade 2 D/WR</u>			
	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<i>listen to a lesson on the long /a/ and silent /e/; continue with /ai/ and /ea/ and other vowel combinations, p. 71</i>		
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant = sup/per).	<i>find words that are made up of two smaller words, p. 39</i> <i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i>		
	1.3 Decode two-syllable nonsense words and regular multisyllable words.	<i>find words that are made up of two smaller words, p. 39</i> <i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i>		
1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).				
1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).	<i>Resource Sheet #44 (e.g., fly/flies)</i>			

Reading

Reading Comprehension

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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 depicting the sequence of events from the board, p. 22</i></p> <p><i>draw an imaginary classroom that has items of only one shape, and share the pictures with the class, p. 69</i></p>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<p><i>talk about pictures from the literature selection, p. 22</i></p> <p><i>retell the story in sequence, p. 22</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 feelings from the literature selection and tell what happened on each day of the week, p. 32</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>make a “Days of the Week” book by drawing pictures and including a different weather condition for each page, p. 31</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.	<p><i>draw a picture of two sailboats, one bigger and one smaller, p. 20</i></p> <p><i>respond to questions about the travel chart, p. 25</i></p>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<i>listen to an introduction on weather/ weather symbols; then choose the appropriate symbol for the day’s weather, p. 30</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level V: Students at Level V are reading captions they have written and sentences and short sections from the literature selection..

Beginning (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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 literature selection and retell the story in the correct sequence, p. 22</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>look at the pictures in the literature selection and predict what the story will be about, p. 50</i></p> <p><i>retell the story of The Three Bears in correct sequence, p. 62</i></p>
			Identify the main idea in a story read aloud using key words and/or phrases.	<p><i>predict what the literature selection will be about, p. 32</i></p> <p><i>talk about the main characters and events from the literature selection, p. 50</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 V	GRADES 3-5	Carousel of IDEAS: Level V
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 retell the story in the correct sequence, p. 22</i> <i>listen to the literature selection, then talk about the main character's feelings and what happened on each day of the week, p. 32</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 talk about the main characters and how the story made you feel, p. 40</i> <i>listen to two descriptions of the literature selection and tell which one is more accurate, p. 40</i>
	Draw and label pictures related to a story topic or own experience.	<i>draw a picture of a vacation spot you'd like to visit and write a caption, p. 22</i> <i>describe an experience, draw a picture of this experience, and write a short caption using descriptive words from the board, p. 51</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>find similarities and differences in household items using the IDEA picture cards, p. 66</i> <i>practice identifying target vocabulary words by cutting out Activity Pictures as they are named, p. 59</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>find an IDEA word card, read it aloud, and place the appropriate IDEA picture card next to it, p. 61</i> <i>draw a set of shapes, then follow directions (e.g., "Put the cross in the corner of the table. Put the dot underneath the cross."), p. 68</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, the retell the story in correct sequence, p. 22</i>	Orally identify the basic sequence of written text using simple sentences.	<i>look through the pages of the literature selection and predict what the story will be about, p. 40</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 V	GRADES 3-5	Carousel of IDEAS: Level V
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. 40</i>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Comprehension & Analysis of Grade-Level Appropriate Text	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	<i>read sentences from the board and answer questions, p. 25</i> <i>look at the classroom calendar and tell what kind of weather it was on certain days of the week, p. 31</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 the literature selection, then retell the important parts, p. 70</i> <i>look at the pictures in the literature selection, then predict what will happen in the story, p. 70</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>listen to the literature selection, then retell the important parts, p. 70</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. 70</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>change the sequence of events in the story, draw appropriate pictures, and write captions, p. 22</i> <i>write original captions, p. 34</i>	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	Carousel Connections: Pets— <i>discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</i>
	Understand and follow some multi-step directions for classroom-related activities.	<i>choose an IDEA picture card; name the vehicle; place the picture under the appropriate picture in the pocket chart; and tell if it is used on land, in the water, or in the sky, p. 23</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>listen to a lesson on weather/weather symbols; choose the appropriate symbol for the day’s weather; and pair opposite symbols, p. 30</i> <i>hold IDEA pictures and follow directions (e.g., “If you fly, walk three steps forward.”), p. 48</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>listen to the literature selection and tell if the story is real or make believe, p. 40</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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>talk about the main character’s feelings and what happened on each day of the week, p. 32</i>
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	<i>listen to the literature selection; then listen to two descriptions of the story and choose the one that is more accurate, p. 40</i>	Generate and respond to comprehension questions related to the text.	<i>predict what the literature selection will be about, p. 32</i>
	Write a brief story summary (three or four complete sentences).	<i>compose and write original captions, p. 34</i> <i>complete Resource Sheet #45—Book Report</i>	Describe relationships between text and their experience.	<i>share an experience similar to the story, p. 50</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. 224 of this correlation	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	see Note, p. 224 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.	<i>answer questions about the characters and setting in the literature selection; tell favorite parts and explain why you liked those parts; tell something exciting that happened in the story, p. 62</i>	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	<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>
			Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	<i>listen to the literature selection and tell if the story is real or make believe, p. 40</i>

Early Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Structural Features of Informational Materials			Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.	<p>Carousel Connections: Clothing & Accessories—<i>answer questions relating to chronological order and cause/effect after reading the story (e.g., “Why did the little girl go to the mall? Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i></p> <p><i>retell the story in correct sequence, p. 62</i></p>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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.	<i>complete Resource Sheet #45—Book Report</i>	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.	<i>look at pictures in the literature selection and predict what the story will be about, p. 22</i>
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			Describe main ideas and supporting details, including supporting evidence.	<i>listen to the literature selection; then listen to two descriptions of the story and choose which one is more accurate, p. 40</i> <i>tell if the story is real or make believe, how the main characters felt, and how the story made you feel, p. 40</i>
	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	see Note, pps. 197 and 224 of this correlation	Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text .	see Note, pps. 197 and 224 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.	<i>retell the story in correct sequence, p. 62</i> <i>talk about the main character and what happened on each day of the week, p. 32</i>
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.	<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>

Writing Strategies and Applications

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Penmanship	Copy the English alphabet legibly.	<i>students are asked to write/copy words throughout Level V</i>	Write the English alphabet legibly.	<i>students are asked to write/copy words throughout Level V</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. 22</i> <i>copy/write the words next to the pictures in Picture Dictionary, pgs. 31, 40, 49</i>	Label key parts of common objects.	<i>label the days of the week in the Picture Dictionary, p. 31</i> <i>draw pictures of four different animals and label each drawing, p. 46</i>
Organization & Focus	Write a few words or phrases about an event or character from a story read by the teacher.	<i>write a caption for a vacation-spot picture following the model on the board, p. 26</i> <i>change the sequence of events in the story, draw appropriate pictures, and write captions, p. 22</i>	Create simple sentences or phrases with some assistance.	<i>write original captions for a picture, p. 24</i> <i>compose and write original captions, p. 34</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>work with a partner to draw pictures of small, medium, and large-sized animals; then write sentences about them, p. 54</i> <i>work with a partner to brainstorm additional pairs of household items to compare, p. 63</i>	Use models to write short narratives.	<i>write captions for “Days of the Week” pictures following the model sentence from the board, p. 34</i> <i>draw a picture of a wild animal and write a descriptive statement following the model on the board, p. 53</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>participate in a word cluster activity, p. 21</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 V: *Students at Level V are writing longer captions for their pictures as well as descriptive and comparative statements about topics such as animals and their habitats.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Organization & Focus	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>change the sequence of events in the story, draw appropriate pictures, and write captions, p. 22</i>	Write short narrative stories that include elements of setting and character.	<i>complete Resource Sheet #45 and #51—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>write captions for the “Days of the Week” pictures following the model sentence on the board, p. 34</i> <i>draw pictures of two toys and write sentences about the toys following the model on the board, p. 44</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	<i>draw pictures depicting the sequence of action described on the board, p. 22</i> <i>work in small groups to plan skits about what you do on certain days of the week; then perform the skits, p. 29</i>
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	<i>complete Resource Sheet #45 and #51—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>draw a picture of a wild animal and write a descriptive statement about it, p. 53</i> <i>make a chart to show favorite ways to travel—name the ways and record them on the board, p. 24</i>
			Given a model, write a friendly letter.	
Organization & Focus, Evaluation and Revision	Write one to two simple sentences (e.g., “I went to the park.”)	<i>Resource Sheet #45 and #51</i> <i>Carousel Connections: Pets—Resource Sheet #4</i> <i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>Resource Sheet #45 and #51</i> <i>Carousel Connections: Pets—Resource Sheet #4</i> <i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Organization & Focus	Write short narrative stories that include the elements of setting and character.	<i>Resource Sheet #45 and #51</i>	Narrate a sequence of events with some detail.	<i>predict what the literature selection will be about, p. 22</i> <i>listen to the literature selection; then retell the story in sequence, p. 22</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>Resource Sheet #45 and #51</i> <i>Carousel Connections: Pets—Resource Sheet #4</i> <i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>Resource Sheet #45 and #51</i> <i>Carousel Connections: Pets—Resource Sheet #4</i> <i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i>
	Following a model, use the writing process to independently write short paragraphs of at least three lines.	<i>write captions for a vacation spot following the model on the board, p. 26</i> <i>Resource Sheet #45 and #51</i>	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<i>Resource Sheet #45 and #51</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.)	<i>Resource Sheet #45 and #51</i>
Organization & Focus	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>draw pictures depicting different animals' habitats and write descriptive sentences about each, p. 56</i>	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	<i>draw pictures showing where each animal lives, and write a sentence about each animal, p. 56</i> <i>write captions for wild-animal pictures and make an animal book, p. 57</i>
	Write a friendly letter of a few lines.		Independently write a letter using detailed sentences.	

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Organization & Focus	Write short narrative stories that include the elements of setting, character and events.	<i>Resource Sheet #45 and #51—Book Report</i>	Write a detailed summary of a story.	<i>Resource Sheet #45 and #51—Book Report</i>
	Use the writing process to write short paragraphs that maintain a consistent focus.	<i>Resource Sheet #45 and #51—Book Report</i>	Arrange compositions according to simple organizational patterns.	<i>Resource Sheet #45 and #51—Book Report</i>
			Independently write simple responses to literature.	<i>Resource Sheet #45 and #51—Book Report</i>
	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>draw pictures depicting different animals' habitats and write descriptive sentences about each, p. 56</i>	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>write captions for animal pictures and make individual animal books, p. 57</i>
	Write a formal letter.		Independently write a persuasive letter with relevant evidence.	see Note, p. 232 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.	<i>draw pictures and write original captions, p. 22</i> <i>change the sequence of events in the story, draw appropriate pictures, and write captions, p. 22</i>	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	<i>Resource Sheet #45 and #51—Book Report</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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 pictures depicting different animals' habitats and write descriptive sentences about each, p. 56</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 captions for animal pictures and make individual animal books, p. 57</i>
			Write a persuasive composition using standard grammatical forms.	see Note, p. 232 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #45 and #51—Book Report</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. 232 of this correlation	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	see Note, p. 232 of this correlation
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	see Note, p. 232 of this correlation	Independently use all of the steps of the writing process.	<i>Resource Sheet #51</i>

Writing Conventions

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

NOTE: Guidelines for Writing—Carousel of IDEAS Level V: *Students at Level V are writing longer captions for their pictures as well as descriptive and comparative statements about topics such as animals and their habitats.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Capitalization	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level V using capital letters and punctuation</i>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level V 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 V 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 V 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. 237 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	see Note, p. 237 of this correlation

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Capitalization, Punctuation, Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<p><i>write original captions, p. 34</i></p> <p><i>write captions for animal pictures and make individual animal books, p. 57</i></p> <p><i>Resource Sheet #45 and #51—Book Report</i></p>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<p><i>write original captions, p. 34</i></p> <p><i>choose two household items, draw pictures of them, and write captions, p. 66</i></p> <p><i>Resource Sheet #45 and #51—Book Report</i></p>
Sentence Structure, Grammar, Spelling	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<p><i>write original sentences, p. 185</i></p> <p><i>Resource Sheet #45 and #51—Book Report</i></p>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<p>Carousel Connections: Clothing & Accessories—<i>Resource Sheet #4</i></p> <p>Carousel Connections: Pets—<i>Resource Sheet #4</i></p> <p><i>Resource Sheet #45 and #51—Book Report</i></p>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Capitalization, Punctuation, Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	<i>write original captions, p. 34</i> <i>write captions for animal pictures and make individual animal books, p. 57</i> <i>Resource Sheet #45 and #51—Book Report</i>	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	<i>write original captions, p. 34</i> <i>choose two household items, draw pictures of them, and write captions, p. 66</i> <i>Resource Sheet #45—Book Report</i>
Sentence Structure, Grammar, Spelling	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	<i>Resource Sheet #47</i>	Use standard word order but may have some consistent grammatical forms, including inflections.	<i>Resource Sheet #47</i>
Punctuation, Capitalization, Spelling	Edit writing for some conventions (e.g., capital letters and periods).	see Note, p. 237 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	see Note, p. 237 of this correlation
	<u>ELA Spelling Standards</u> <u>Grade 1</u> 1.8 Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly. <u>Grade 2</u> 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i> <i>Resource Sheet #47</i> <i>write original captions, p. 24</i> <i>Resource Sheet #45 and #51—Book Report</i>	<u>ELA Spelling Standards</u> <u>Grade 3</u> 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patters (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). 1.9 Arrange words in alphabetic order. <u>Grade 4</u> 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	<i>Resource Sheet #40, #41, #42, #43, #44, #45, #46, #47</i> <i>Resource Sheet #44 (e.g., fly/flies)</i> see Note, p. 237 of this correlation Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i> Carousel Connections: Pets— <i>Resource Sheet #4</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Sentence Structure, Grammar	Use complete sentences and correct word order.	<i>write an original caption for a picture, p. 24</i> <i>Resource Sheet #47</i>	Use complete sentences and correct word order.	<i>write captions for animal pictures and make individual animal books, p. 57</i> <i>Resource Sheet #47</i>
Grammar	Use correct parts of speech, including correct subject/verb agreement.	<i>draw a picture of a favorite vehicle and the favorite vehicle of another student; then write a caption (e.g., I will ride in an airplane. Paul will ride the train.), p. 25</i> <i>Resource Sheet #47</i> <i>Resource Sheet #45 and #51—Book Report</i>	Use correct parts of speech, including correct subject/verb agreement.	<i>change the sequence of events in the story, draw appropriate pictures, and write captions, p. 22</i> <i>Resource Sheet #47</i> <i>Resource Sheet #45 and #51—Book Report</i>
Capitalization, Punctuation, Spelling	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 237 of this correlation	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 237 of this correlation
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling	Produce writing that demonstrates a command of the conventions of standard English.	<i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i> <i>Carousel Connections: Pets—Resource Sheet #4</i>	Produce writing that demonstrates a command of the conventions of standard English.	<i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i> <i>Carousel Connections: Pets—Resource Sheet #4</i>

Reading

Literary Response and Analysis

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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>talk about pictures from the literature selection, p. 22</i> <i>retell the story in sequence, p. 22</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>talk about the main character's feelings and tell what happened on each day of the week, p. 32</i> <i>Carousel Connections: Pets—answer questions about the literature selection (e.g., “Do you think a carrot is food a parrot would like? What do you feed a mouse?”), p. 12</i>
	Draw pictures related to a work of literature identifying setting and characters.	<i>Carousel Connections: Pets—Resource Sheet #1 and #4</i>	Orally identify different characters and setting in simple literary texts using words or phrases.	<i>talk about the main character's feelings and tell what happened on each day of the week, p. 32</i>
Narrative Analysis of Grade-Level Appropriate Text			Orally distinguish between fiction and non-fiction using one- or two-word responses.	<i>Carousel Connections: Pets—answer questions about the literature selection (e.g., “Do you think a carrot is food a parrot would like? What do you feed a mouse?”), p. 12</i>
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 V: *Students at Level V are reading captions they have written and sentences and short sections from the literature selection..*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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 characters and events from the story, p. 50</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>predict what the literature selection will be about, p. 50</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 in sequence, p. 22</i> <i>listen to the literature selection; then talk about main events, p. 50</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 in sequence, p. 22</i> <i>talk about the main character’s feelings and tell what happened on each day of the week, p. 32</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>listen to the literature selection; then retell the story in sequence, p. 22</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. 242 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. 32</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 V	GRADES 3-5	Carousel of IDEAS: Level V
<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><i>listen to the literature selection; then retell the story in sequence, p. 22</i></p> <p><i>talk about the main character's feelings and tell what happened on each day of the week, p. 32</i></p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p>	<p><i>talk about the main character's feelings in the literature selection, p. 32</i></p> <p>Carousel Connections: Clothing & Accessories—<i>answer questions about the main character in the literature selection, p. 14</i></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><i>look at the pages in the literature selection and predict what the story will be about, p. 32</i></p>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
Structural Features of Literature	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	<i>Carousel Connections: Pets—listen/read the book Will a Parrot Eat a Carrot (in the form of a poem) and answer factual comprehension questions, p. 12</i>	Identify and describe figurative language (e.g., similes, metaphors and personification).	see Note, pgs. 197 and 242 of this correlation
			Distinguish between literary connotations and symbols from culture to culture.	see Note, pgs. 197 and 242 of this correlation
			Read and orally identify metaphors and similes in a selection.	see Note, pgs. 197 and 242 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 in sequence, p. 22</i> <i>listen to the literature selection; then talk about main events and characters, p. 50</i>	Identify the motives of characters in a work of fiction.	<i>listen to the literature selection; then talk about main events and characters, p. 50</i>
	Read and identify beginning, middle, and end of a story.	see Note, pgs. 197 and 242 of this correlation	Recognize and describe themes stated directly in a text.	see Note, pgs. 197 and 242 of this correlation
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	see Note, pgs. 197 and 242 of this correlation
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	<i>listen to the literature selection; then talk about main events and characters, p. 50</i>
Narrative Analysis of Grade-Level Appropriate Text			Recognize the difference between first and third person in a literary text.	see Note, pgs. 197 and 242 of this correlation

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level V	GRADES 3-5	Carousel of IDEAS: Level V
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 talk about main events and characters, p. 50</i> <i>Resource Sheet #45 and #51—Book Report</i>		
Structural Features of Literature	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	<i>Carousel Connection: Clothing & Accessories—create poetry, p. 15</i>	Describe the major characteristics of poetry, drama, fiction and non-fiction.	see Note, pgs. 197 and 242 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. 197 and 242 of this correlation
			Recognize and describe themes stated directly or implied in literary texts.	see Note, pgs. 197 and 242 of this correlation
			Compare and contrast the motives of characters in a work of fiction.	see Note, pgs. 197 and 242 of this correlation