

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

**Listening and Speaking
Strategies and Applications**

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>name items that make loud/quiet noises for a word-cluster activity, p. 81</i> <i>look at Theme Picture/Poster #23 and compare the speed of various vehicles, p. 77</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>name the current month and weather, p. 90</i> <i>answer questions about the word/symbol chart (e.g., “What months are usually hot? What months do you like best?”), p. 91</i>
	Answer simple questions with one- or two-word responses.	<i>answer questions about the birthday pictograph (e.g., “How many students were born in February? In what month were the most students born?”), p. 87</i> <i>play 20 Questions, p. 98</i>	Answer simple questions with one- or two-word responses.	<i>respond to riddles using target vocabulary words, p. 101</i> <i>name items that have an inside and an outside, p. 116</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>use Activity Pictures to practice recognizing target vocabulary, p. 75</i> <i>match IDEA pictures to the corresponding vehicles in Theme Picture/Poster #23, p. 74</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>draw a picture of yourself paddling a canoe, p. 77</i> <i>draw a picture of the science experiment about submarines, p. 83</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?”).	<i>interview a partner to find out something he/she did in a certain month, p. 95</i> <i>play Silly Billy, p. 130</i>

NOTE: Guidelines for Listening and Speaking—Carousel Level VI: Students are beginning to become aware of subtle differences in words, pronunciations, and usages. They are communicating with some fluency in casual, unrehearsed situations. Students will be using the present, future, and past tenses. They should be able to participate more fully in class discussions and engage in tasks such as giving an oral book report.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>answer questions about target vocabulary using IDEA pictures (e.g., “Where is the cement mixer?”), p. 76</i> <i>name things that make loud/quiet noises for a word cluster activity, p. 81</i>	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	<i>tell whether or not you liked the literature selection—if so why, and if not, why not, p. 79</i> <i>look at pictures in the literature selection and predict what will happen next, p. 91</i>
	Ask and answer questions using phrases or simple sentences.	<i>answer questions about the word/ symbol chart (e.g., “What months are usually hot? What months do you like best?”), p. 91</i> <i>interview a partner to find out something he/she did in a certain month, p. 95</i>	Ask and answer questions using phrases or simple sentences.	<i>interview each other to find out which three toys you’d choose for Resource Master #52, p. 106</i> <i>answer questions about a picture of a house, p. 113</i>
			Restate and execute multistep oral directions.	<i>take turns choosing a picture, naming it, and telling where it is usually found, p. 116</i> <i>look at pictures of different kinds of houses and name reasons why people have houses; list things that might influence how houses are built, p. 119</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. 117</i> <i>listen to the literature selection and tell whether it could be true or is make believe, p. 126</i>	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.	<i>listen to the literature selection and talk about the two strands of the story (e.g., one boy is reading about popcorn from the encyclopedia, while the other boy is describing how to make popcorn), p. 126</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— <i>sing along with songs (audiotape track 4), p. 14</i>	Recite familiar rhymes, songs, and simple stories.	Carousel Connections: Pets— <i>sing along with songs (audiotape track 4), p. 13</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Comprehension	Ask and answer instructional questions using simple sentences.	<i>look at pictures of canoes and share personal experiences with canoes, p. 76</i> <i>look at Theme Picture/Poster #23 and compare the speed of various vehicles, p. 77</i>	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”)	<i>look at the calendar and tell the date, p. 89</i> <i>interview a partner to find out something he/she did in a certain month, p. 95</i>
	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	<i>listen and respond to commands using the IDEA pictures and pictures for the months displayed around the room (e.g., “Clap your hands and walk to January. Hop on one foot to April.”), p. 88</i>	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	<i>respond to commands using the IDEA pictures (e.g., “If your birthday is in April, bring me the picture.”), p. 88</i> <i>act out pantomimes using the target vocabulary words, p. 101</i>
Comprehension, Organization & Delivery of Oral Communication	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	<i>play “Toy Store” and make purchases following a model dialogue, p. 109</i> <i>talk about experiences with baseball, p. 103</i>	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	<i>choose an IDEA picture of a toy and talk about whether one plays with it inside or outside, p. 99</i> <i>talk about the pictures in the literature selection, p. 126</i>
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>take home Activity Pictures and ask parents to tell which of the vehicles they have ridden in and to tell a little story about the experience—share these stories with the class, p. 75</i>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>share experiences with snow, p. 88</i> <i>interview a partner to find out something he/she did in a certain month, p. 95</i>
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>predict what the literature selection will be about, p. 91</i> <i>give a weather report for yesterday, today, and tomorrow, p. 94</i>	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>listen to the literature selection; then tell your favorite part of the story—make inferences and give fact/details, p. 104</i> <i>identify the problem in the literature selection and tell what you think happened after the story ended, p. 117</i>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Comprehension	Listen attentively to stories/information, and orally identify key details and concepts.	<i>answer questions about the literature selection and share your own experiences, p. 79</i> <i>tell your favorite part of the story, draw a picture of it, and write a caption, p. 80</i>	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points, and supporting details.	Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why did the little girl go to the shopping mall? Why do you think the little girl started to cry?”), p. 14</i>
Comprehension, Organization & Delivery of Oral Communication	Retell stories in greater detail including characters, setting, and plot	<i>listen to the literature selection; then tell your favorite part of the story; make inference and give facts/details, p. 104</i> <i>identify the problem in the literature selection and tell what you think happened after the story ended, p. 117</i>	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	<i>listen to the literature selection; tell if it is true or make believe; give comments about the story including how the story has two strands (e.g., one boy is reading about popcorn from the encyclopedia, while the other boy is describing how to make popcorn), p. 126</i>
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>practice using past tense by playing Silly Billy, p. 130</i> <i>talk about various household items from your home country and compare them with similar items used in the United States, p. 125</i>	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>listen to a description of a particular task and talk about what item is needed for the task, p. 138</i> <i>answer questions about the bar graph, p. 140</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>ask parents to go on a treasure hunt with you to find the “house parts” in your own home; share pictures with the class and tell about which house parts were found, p. 112</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>give your opinion about the literature selection: Did you like it? Did you learn anything from it? Would you recommend it to someone else? Would you read it again?, p. 137</i>
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	<i>play Detective! by paying close attention to what happens and remembering it; supply the correct response and tell what clues helped you to find the right answer, p. 118</i>	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	<i>practice using past tense by playing Silly Billy, p. 130</i>
	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	<i>answer questions about target vocabulary using IDEA pictures (e.g., “Where is the cement mixer?”), p. 76</i>	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	<i>interview parent to find out their favorite tool; find out what he/she does with this tool, p. 133</i>
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).	see Note, p. 247 of this correlation

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Comprehension	Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.	<i>listen to the literature selection; then draw a picture and write a caption about your favorite part, p. 80</i> <i>work in small groups to think of who, what, when, where, why, and how questions about the story, p. 117</i>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	<i>look at pictures of various weather conditions and types of terrain and identify the best vehicle for each condition; explain your reasoning, p. 78</i> <i>describe different weather conditions (e.g., hot, cold, rainy, windy) , p. 119</i>
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	see Note, p. 247 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. 247 of this correlation
Comprehension, Organization & Delivery of Oral Communication	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>take home Activity Pictures and ask parents to tell which of the vehicles they have ridden in and to tell about the experience; share these stories with the class, p. 75</i> <i>interview a partner to find out what he/she did in a certain month, p. 95</i>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>interview a partner to find out something he/she did in a certain month, p. 95</i> <i>interview each other to find out which three toys you’d each choose from Resource Sheet #52, p. 106</i>
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>work with a partner to choose a weather condition; draw an appropriate house to go with it; write a caption for the picture following a model on the board; and share work with the class, p. 119</i>	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>write a report of observations as a detective; tell what happened writing sentences following the pattern on the board, p. 118</i>
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	<i>practice making observations by telling what is the same and what is different about combs and brushes; observe and describe color, texture, size, and shape, p. 123-124</i> <i>participate in a scientific observation of the color, texture, size, shape, and smell of various kinds of soap, p. 122</i>	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	<i>talk about the literature selection and whether it could be true or is make believe, p. 137</i> <i>give an opinion of the literature selection: Did you like it? Did you learn anything from it? Would you recommend it to someone else? Would you read it again?, p. 137</i>
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 247 of this correlation <i>talk about pictures in the literature selection, p. 126</i>	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	see Note, p. 247 of this correlation <i>practice using superlatives by talking about which tool is biggest, widest, smallest, longest, shortest, sharpest, or heaviest, p. 136</i>

Reading

Word Analysis

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development	Recognize English phonemes that correspond to phonemes students already hear and produce.	<i>practice using phonics to decode words, p. 102</i> <i>find words that are made up of two words, p. 102</i>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<i>practice using phonics and other skills to read the target vocabulary using the IDEA word cards; find words that are made up of two words, p. 114</i>
Phonemic Awareness, Decoding and Word Recognition			Recognize sound/symbol relationships in own writing.	<i>work in small groups to think of who, what, when, where, why, and how questions and answer the questions, p. 117</i> <i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level VI: : Students at Level VI are reading captions they have written and sentences and short sections from the literature selection. In general, their reading skills should be comparable to their speaking skills.

Early Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<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 using phonics skills to decode words, p. 102</i></p> <p><i>practice using phonics and other skills to read the target vocabulary using the IDEA word cards, p. 114</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>identify the letter in each word that is silent (e.g, comb, knee, knife), p. 124</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>identify the letter in each word that is silent (e.g, comb, knee, knife), p. 124</i></p> <p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p>	<p>While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants).</p>	<p><i>identify the letter in each word that is silent (e.g., comb, knee, knife), p. 124</i></p> <p><i>use phonics and other clues to decode IDEA word cards, p. 124</i></p>

Early Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
	<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>find vocabulary words in the literature selection, p. 80</i></p> <p><i>find the vehicle names that are made up of two words, p. 78</i></p> <p>Carousel Connections: Pets—<i>listen to a discussion on rhyming words and find other rhyming words in the story, p. 14</i></p> <p>Carousel Connections: Clothing & Accessories—<i>listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p>Carousel Connections: Clothing & Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p>Carousel Connections: Clothing & Accessories—<i>look for words that begin with the letter /p/, p. 14</i></p> <p><i>practice using phonics skills to decode words, p. 102</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 short sections of the literature selection aloud from the story charts, p. 80</i></p> <p><i>find a month of the year in the literature selection and point to the word; read the sentence aloud and tell what happened that month, p. 92</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 words, p. 102</i></p> <p><i>practice using phonics and other skills to read the target vocabulary using the IDEA words cards; find words that are made up of two words, p. 114</i></p>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</p>	<p>Pronounce most English phonemes correctly while reading aloud.</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u> 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p><u>Grade 1 P.A.</u> 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).</p>	<p><i>write sentences for the parts of the house following a model on the board; read the sentences to the class, p. 117</i></p> <p><i>read report of observations as a detective to the class, p. 118</i></p> <p><i>practice using phonics and other skills to read the target vocabulary using the IDEA word cards; find words that are made up of two words, p. 114</i></p> <p><i>use phonics and other clues to decode IDEA word cards, p. 124</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>Carousel Connections: Clothing & Accessories—create rhyming words by changing sounds to change words (e.g., “Hello, my name is Pat. On my head I wear a ____.”), p. 19</p> <p><i>use phonics and other clues to decode IDEA word cards, p. 124</i></p> <p><i>practice using phonics to decode words, p. 102</i></p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>	<p><i>read the IDEA word cards and tell what we do with the items (e.g., for the washcloth—we use it to wash or we use it to get clean), p. 129</i></p>

Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<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>practice using phonics skills to decode words, p. 102</i></p> <p><i>find words that are made up of two words, p. 102</i></p> <p><i>abbreviations for the months of the year are used throughout VI V 2 (Months of the Year), p. 86-96</i></p>	<p>Use common English morphemes in oral and silent reading.</p>	<p><i>read parts of the literature selection aloud as a group and individually, p. 92</i></p> <p><i>read sentences from the word-cluster activity aloud, p. 93</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>read parts of the literature selection aloud as a group and individually, p. 92</i></p> <p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p> <p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p> <p><i>practice reading a calendar</i></p> <p><i>read report of observations as a detective to the class, p. 118</i></p>		

Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<p>Concepts about Print (CaP)</p>	<p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p><u>Grade 1 CaP</u></p> <p>1.1 Match oral words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p> <p><i>practice using phonics and other skills to read the target vocabulary using the IDEA word cards; find words that are made up of two words, p. 114</i></p> <p><i>practice identifying target vocabulary by identifying IDEA pictures by number, p. 76</i></p> <p><i>find vocabulary words in the literature selection, p. 80</i></p> <p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p>		

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<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>practice using phonics skills to decode words, p. 102</i></p> <p><i>find words that are made up of two words, p. 102</i></p> <p>Carousel Connections: Clothing & Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p>Carousel Connections: Pets—<i>look through the literature selection for words that begin with the letter /p/, p. 14</i></p> <p><i>find words that are made up of two words, p. 102</i></p> <p><i>find words that are made up of two words, p. 102</i></p> <p><i>listen to the literature selection; then find vocabulary words in the story, p. 80</i></p> <p><i>find the names of vehicles that are made up of two words, p. 78</i></p> <p><i>find words that are made up of two words, p. 102</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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
<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 multi-syllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p> <p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p> <p><i>find vocabulary words in the literature selection, p. 80</i></p> <p><i>listen to riddles and guess vocabulary word that riddles describe (target vocabulary includes multi-syllable words), p. 101</i></p> <p><i>practice using phonics and other skills to read the target vocabulary words, p. 114</i></p> <p><i>read parts of the story aloud as a group and individually, p. 92</i></p> <p><i>read report of observations to the class, p. 118</i></p>		

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<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 #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</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>		

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<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., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p><i>look at the calendar and tell the date, p. 89</i></p> <p><i>interview a partner to find out something he/she did in a certain month, p. 95</i></p> <p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p> <p><i>answer questions by reading sentences from the board, p. 107</i></p> <p><i>read the IDEA word cards and put them together with the picture cards, p. 102</i></p> <p><i>find words that are made up of two words, p. 114</i></p> <p><i>look for words that are made up of two words, p. 123</i></p> <p><i>Resource Sheet #55</i></p> <p><i>Resource Sheet #53, #54, #55</i></p> <p><i>find vocabulary words in the literature selection, p. 80</i></p> <p><i>read aloud short sections of the literature selection from the story charts, p. 80</i></p>		

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>read parts of the story aloud as a group and individually, p. 92</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 #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</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>practice using phonics skills and other skills to decode words, p. 102</i></p> <p><i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i></p> <p>Carousel Connections: Clothing & Accessories—<i>Resource Sheet #3</i></p> <p><i>practice using phonics and other skills to read the target vocabulary using the IDEA word cards; find words that are made up of two words, p. 114</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>answer questions about the literature selection by reading sentences from the story charts, p. 104</i></p> <p><i>tell favorite parts of the story; make inferences and give facts/details, p. 104</i></p>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Decoding and Word Recognition (D/WR)	<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>find words that are made up of two words, p. 114</i></p> <p><i>Resource Sheet #53 (e.g., bathroom, sidewalk, bedroom, bathtub, outside)</i></p> <p><i>Carousel Connections: Pets—Home Connection Activity Sheet #2 (e.g., “Practice <u>saving</u> your sentence.”)</i></p> <p><i>Resource Sheet #49 (e.g., make/makes)</i></p> <p><i>Resource Sheet #54 (e.g., wide, wider, widest; heavy, heavier, heaviest; hot, hotter, hottest)</i></p> <p><i>read short section of the literature selection aloud from the story charts, p. 80</i></p> <p><i>read parts of the story aloud as a group and individually, p. 92</i></p> <p><i>practice using phonics and other skills to read the target vocabulary using the IDEA word cards; find words that are made up of two words, p. 114</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>Resource Sheet #54 (e.g., wide, wider, widest; heavy, heavier, heaviest; hot, hotter, hottest)</i></p>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>find words that are made up of two words, p. 114</i></p> <p><i>use phonics and other clues to decode IDEA word cards, p. 124</i></p> <p><i>use phonics and other clues to decode IDEA word cards, p. 124</i></p> <p><i>choose an IDEA tool word card and describe how it's used, p. 138</i></p> <p><i>abbreviations for the months of the year are used throughout VI V 2 (Months of the Year), p. 86-96</i></p> <p><i>Resource Sheet #49 (e.g., make/makes; vehicles)</i></p>	.	

Reading

Fluency and Systematic Vocabulary Development

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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 aloud short sections of the literature selection from the story charts, p. 80</i></p> <p><i>Resource Sheet #48—categorize vehicles by land, water, or sky</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p>	<p><i>read sentences from the word-cluster activity aloud, p. 93</i></p> <p><i>read the IDEA words and match them with the appropriate IDEA pictures, p. 102</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>work in pairs to make mini-kites, p. 98</i></p> <p><i>interview each other to find out which three toys you each would choose using Resource Sheet #52, p. 106</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>play “Toy Store” and make purchases following a model dialogue, p. 109</i></p> <p><i>work in small groups to find objects that demonstrate wide, wider, and widest; hot, hotter and hottest; and heavy, heavier, and heaviest, p. 125</i></p>

NOTE: Guidelines for Reading—Carousel of IDEAS Level VI: *Students at Level VI are reading captions they have written and sentences and short sections from the literature selection. In general, their reading skills should be comparable to their speaking skills.*

Beginning (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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., “The truck driver—get the cement mixer and walk across the room to the door.”), p. 76</i> <i>place IDEA pictures under heading COUNTRY or CITY, p. 84</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>listen and respond to commands using IDEA pictures and pictures for the months displayed around the room (e.g., “Clap your hands and walk to January. Hop on one foot to April.”), p. 88</i> <i>respond to commands using IDEA pictures (e.g., “If you’re wearing red, bring me the baseball.”), p. 100</i>
	Retell simple stories using drawings, words, or phrases.	<i>talk about the pictures in the literature selection, p. 80</i> <i>answer questions about the literature selection and share a personal experience, p. 79</i>	Retell simple stories using drawings, words, or phrases.	<i>tell your favorite part of the story; make inferences and give facts/details, p. 104</i> <i>identify the problem in the literature selection and tell what you think happened after the story ends, p. 117</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>make up sentences about vehicle vocabulary words (e.g., “We use cement mixers in the city.”), p. 84</i> <i>share your experiences with snow, p. 88</i> <i>interview a partner to find out something he/she did in a certain month, p. 95</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>answer questions about the word/symbol chart (e.g., “What months are usually hot? What months do you like best?”), p. 91</i> <i>talk about your experiences with baseball, p. 103</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Vocabulary & Concept Development (V/CD)	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<i>play games such as Stop the Music or 20 Questions for additional practice recognizing target vocabulary, p. 98</i> <i>play Toy Store and make purchases following a model dialogue, p. 109</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>describe different weather conditions (e.g., hot, cold, rainy, windy, snowy, cool, or warm), p. 119</i> <i>describe the kind of house that would be good for each kind of weather, p. 119</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i> <i>find vocabulary words in the literature selection, p. 80</i>	Read simple vocabulary, phrases, and sentences independently.	<i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i> <i>practice reading a calendar, p. 95</i> <i>read the IDEA words and match them with the pictures, p. 102</i>
	Read aloud an increasing number of English words.	<i>read a short section of the literature selection aloud from the story charts, p. 80</i> <i>answer questions by reading sentences from the board, p. 107</i>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<i>practice using phonics skills to decode words, p. 102</i> <i>find words that are made up of two words, p. 102</i>
Vocabulary & Concept Development	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	<i>read a short section of the literature selection aloud from the story charts, p. 80</i>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	<i>draw a picture showing yourself giving a toy to a friend; write the dialogue (from the board); write a caption for the picture; then read the dialogue/captions aloud, p. 106</i>
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>write sentences for the parts of the house following the model on the board; draw pictures to illustrate the sentences; and share sentences with the class, p. 117</i> <i>write and illustrate steps for making popcorn and share with the class, p. 126</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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>identify the letter in each word that is silent (e.g., comb, knee, knife), p. 124</i> <i>use phonics and other clues to decode IDEA word cards, p. 124</i>
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	<i>read parts of the story aloud as a group and individually, p. 92</i> <i>read sentences from the word-cluster activity aloud, p. 93</i>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	<i>write a sentence about one of the vehicles, comparing it to something (e.g., A rocket makes a loud noise like a firecracker.); and read it aloud with expression, p. 81</i>
	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>practice using phonics to decode words, p. 102</i> <i>find words that are made up of two words, p. 102</i> <i>Carousel Connections: Pets—classify animals into groups (walk, swim, or fly), p. 10</i> <i>Carousel Connections: Clothing & Accessories—categorize items of clothing/accessories into three groups, p. 11</i> <i>Resource Sheet #48—put vehicles in land, water, or sky category</i>	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<i>read parts of the story aloud as a group or individually, p. 92</i> <i>read sentences from the word-cluster activity aloud, p. 93</i> <i>read report of observations aloud to the class, p. 118</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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
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.	<i>Carousel Connections: Clothing & Accessories—class is divided into groups where each group is given a situation (e.g., going to the store, going to the beach, or riding a bus) and must come up with safety tips; discuss how the tips are similar and how they are different depending on the situation, p. 15</i> <i>look at pictures of rockets and explain how they are used, p. 77</i> <i>look at pictures of campers/campgrounds and share experiences with camping, p. 78</i>	Use content-related vocabulary in discussions and reading.	<i>Carousel Connections: Clothing & Accessories—participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i> <i>describe the different weather conditions (e.g., hot, cold, rainy, windy, snowy, cool, or warm), p. 119</i> <i>describe the kind of house that would be suitable for each kind of weather, p. 119</i>
	Apply knowledge of content-related vocabulary to discussions and reading.	<i>Carousel Connections: Pets—discuss how animals/pets move around, then flip through the book and tell how each animal moves; talk about favorite pet and proper pet care, p. 10</i> <i>share your experiences with the snow, p. 88</i> <i>look at the calendar and tell the date, p. 89</i>		
Vocabulary & Concept Development, Decoding & Word Recognition	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).	<i>Resource Sheet #48, #49, #51, #52, #53, #54, #55, #56, #57</i>	Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	<i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i> <i>Resource Sheet #48, #49, #51, #52, #53, #54, #55, #56, #57</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Vocabulary & Concept Development (V/CD)			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	<i>practice using phonics skills to decode words, p. 102</i> <i>find words that are made up of two words, p. 102</i>
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	<i>Resource Sheet #49—Loud or Quiet?</i> <i>Resource Sheet #53—Inside or Outside?</i>	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).	see Note, p. 19 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 #48, #49, #51, #52, #53, #54, #55, #56, #57</i> <i>Resource Sheet #48 (e.g., racing)</i>	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	<i>find objects to demonstrate wide, wider, and widest; hot, hotter, and hottest; and heavy, heavier, and heaviest, p. 125</i>
			Use standard dictionary to find the meanings of known vocabulary.	see Note, p. 2 of this correlation
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird.”)	<i>write a sentence about one of the vehicles comparing it to something (e.g., “A rocket makes a loud noise like a firecracker.”), p. 81</i>
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	<i>practice using phonics skills to decode words, p. 102</i> <i>find words that are made up of two words, p. 102</i>	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<i>practice using phonics and other skills to read the target vocabulary; find words that are made up of two words, p. 114</i>
			Use some common idioms in discussions and reading (e.g., “scared silly”).	see Note, p. 1 and p. 18 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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
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.	<i>Resource Sheet #49—Loud or Quiet?</i> <i>Resource Sheet #53—Inside or Outside?</i> <i>Resource Sheet #49—Loud or Quiet?</i> <i>Resource Sheet #53—Inside or Outside?</i>	Apply knowledge of common roots and affixes when attached to known vocabulary.	<i>find objects to demonstrate wide, wider, and widest; hot, hotter, and hottest; and heavy, heavier, and heaviest, p. 125</i> <i>Resource Sheet #48, #49, #51, #52, #53, #54, #55, #56, #57</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. 19 of this correlation see Note, p. 19 of this correlation	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	see Note, p. 19 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>look for words make up of two words put together, p. 123</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.	<i>write a sentence about one of the vehicles comparing it to something (e.g., “A rocket makes a loud noise like a firecracker.”), p. 81</i>
			Use a standard dictionary to determine meaning of unknown words.	see Note, p. 265 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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
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).	Carousel Connections: Clothing & Accessories— <i>make rhyming words by changing letters in words (e.g., “Hello, my name is Pat. On my head I wear a _____.”), p. 19</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. 265 of this correlation		
	1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	<i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i> <i>answer questions by reading sentences from the board, p. 107</i>		
	1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	<i>Resource Sheet #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i>		
	1.13 Read compound words and contractions.	<i>find words that are made up of two words, p. 102</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 #48, #49, #50, #51, #52, #53, #54, #55, #56, #57</i>			

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Decoding and Word Recognition (D/WR)	1.15 Read common word families (e.g., -ite, -ate).	<i>work in small groups to find objects that demonstrate wide, wider, and widest; hot, hotter, and hottest; and heavy, heavier, and heaviest, p. 125</i>		
	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.	<p><i>Resource Sheet #49 (e.g., station wagon, canoe, jeep, steam shovel)</i></p> <p><i>Resource Sheet #53 (e.g., stairs, bedroom, ceiling, heater, lights)</i></p>		
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant = sup/per).	<p><i>find words that are made up of two smaller words, p. 78</i></p> <p><i>Resource Sheet #48, #49, #51, #52, #53, #54, #55, #56, #57</i></p>		
	1.3 Decode two-syllable nonsense words and regular multisyllable words.	<p><i>find words that are made up of two smaller words, p. 78</i></p> <p><i>Resource Sheet #48, #49, #51, #52, #53, #54, #55, #56, #57</i></p>		
	1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	<i>abbreviations for the months of the year are used throughout VI V 2 (Months of the Year), p. 86-96</i>		
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	<p><i>read the IDEA word cards and match them with the picture cards, p. 102</i></p> <p><i>answer questions by reading sentences from the board, p. 107</i></p>			

Reading

Reading Comprehension

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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).	<i>draw pictures for the months of the year incorporating the appropriate symbols, p. 87-92</i> <i>draw a picture showing yourself giving a toy to a friend, p. 106</i>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<i>look at the pictures in the literature selection and predict what the story will be about, p. 103</i> <i>talk about the main characters' feelings in different parts of the story, p. 104</i>	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").	<i>identify the problem in the literature selection and tell what you think happens after the story ends, p. 117</i> Carousel Connections: Pets— <i>answer questions about the literature selection (e.g., "Do you think a carrot is food a parrot would like? What do you feed a mouse?"), p. 12</i>
	Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	<i>draw a picture incorporating as many of the vocabulary words for the day's lesson as possible, p. 112</i> Carousel Connections: Pets— <i>make a "Pet Care Pamphlet" by choosing a favorite animal and two/three facts about how to take care of it, p. 13</i>	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	Carousel Connections: Pets— <i>share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i>
	Understand and follow simple one-step directions for classroom or work-related activities.	<i>draw a picture of yourself paddling a canoe, p. 77</i> <i>match IDEA pictures with corresponding pictures in Them Picture/Poster #26, p. 120</i>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<i>follow directions to draw a house (e.g., "Draw a big house in the middle of your paper. Make it have a high roof."), p. 113</i> <i>sort vocabulary into the categories INSIDE and OUTSIDE, p. 116</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level VI: Students at Level VI are reading captions they have written and sentences and short sections from the literature selection. In general, their reading skills should be comparable to their speaking skills.

Beginning (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Comprehension & Analysis of Appropriate Text	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>look at the pictures in the literature selection and predict what the story will be about, p. 126</i> <i>Carousel Connections: Clothing & Accessories—answer questions about the story (e.g., “Why did the little girl go to the shopping mall? Why do you think the little girl started to cry?”), p. 14</i>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>talk about whether the literature selection could be true or is make believe, p. 137</i> <i>give an opinion of the literature selection: Did you like it? Did you learn anything from it? Would you recommend it to someone else? Would you read it again?, p. 137</i>
			Identify the main idea in a story read aloud using key words and/or phrases.	<i>listen to the literature selection; then retell your favorite part of the story, p. 80</i> <i>find a month of the year in the literature selection and point to the word; read the sentence aloud and tell what happened during that month, p. 92</i>
			Point out text features such as title, table of contents, and chapter headings.	<i>teacher introduces the literature selection by showing the front cover of the book, reading the title, and telling students the name of the author and illustrator</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Comprehension	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	<i>tell whether or not you liked the literature selection—if so, why, and if not, why not, p. 79</i> <i>share similar feelings/experiences after reading the literature selection, p. 79</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>share similar feelings/experiences after reading the literature selection, p. 79</i> <i>answer questions about the literature selection, p. 79</i>
	Draw and label pictures related to a story topic or own experience.	<i>draw a picture of your favorite part of the literature selection, and write a caption for it, p. 80</i> <i>choose your favorite part of the literature selection and draw a picture illustrating it; then write a caption telling about the incident, p. 137</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>look at pictures of canoes and share personal experiences with canoes, p. 76</i> <i>look at pictures of jets and share what you know about jets, p. 80</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>choose three IDEA pictures and put them in the pocket chart in order of their speed, p. 78</i> <i>classify IDEA pictures by whether they make a loud noise or quiet noise, p. 81</i>
Comprehension & Analysis of Grade-Level Appropriate Text	Orally identify the basic sequence of text read to them using key words or phrases.	<i>look through the pages of the literature selection and predict what the story will be about, p. 79</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. 91</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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			Orally identify examples of fact/opinion in familiar texts read to them.	<p><i>tell if the literature selection could be true or is make believe and give comments about the story; talk about the two strands of the story (e.g., one boy is reading about popcorn from an encyclopedia, while the other boy is describing how to make popcorn), p. 126</i></p> <p><i>talk about whether the literature selection could be true or if it is make believe, p. 137</i></p>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Comprehension & Analysis of Grade-Level Appropriate Text	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	<i>share similar feelings/experiences after reading the literature selection, p. 79</i> <i>find a month of the year in the literature selection and point to the word; read the sentence aloud and tell what happened in that month, p. 92</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>share similar feelings/experiences after reading the literature selection, p. 79</i> <i>answer questions about the literature selection, p. 79</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.	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	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	<i>talk about the characters’ feelings in different parts of the story, p. 104</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
Comprehension	Write captions of words or phrases for drawings related to a story.	<i>draw a picture about a favorite part of the literature selection; then write a caption for it, p. 80</i>	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	Carousel Connections: Pets—discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12
	Understand and follow some multi-step directions for classroom-related activities.	<i>listen and respond to commands using IDEA pictures and pictures for the months displayed around the room (e.g., “Clap your hands and walk to January. Hop on one foot to April.”), p. 88</i> Carousel Connections: Clothing & Accessories—follow directions to learn how to tie a tie/scarf, p. 15	Understand and follow some multi-step directions for classroom-related activities.	<i>review colors, clothing, and body parts by responding to commands using the IDEA pictures (e.g., “If you’re wearing red, bring me the baseball.”), p. 100</i> <i>work independently or in pairs to make mini-kites, p. 98</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>tell if the literature selection could be true or is make believe and give comments about the story; talk about the two strands of the story (e.g., one boy is reading about popcorn from an encyclopedia, while the other boy is describing how to make popcorn), p. 126</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>tell about your favorite part of the story; make inference and give facts/details, p. 104</i> <i>talk about the main characters’ feelings in different parts of the story, p. 104</i>
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	<i>tell about your favorite part of the story; make inference and give facts/details, p. 104</i>	Generate and respond to comprehension questions related to the text.	<i>predict what the literature selection will be about, p. 103</i>
	Write a brief story summary (three or four complete sentences).	<i>write about the history of popcorn, p. 126</i> <i>write the steps involved in making popcorn, p. 126</i> <i>complete Resource Sheet #51—Book Report</i> <i>complete Resource Sheet #52—Student Interview</i>	Describe relationships between text and their experience.	<i>share similar feelings/experiences after reading the literature selection, p. 79</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. 274 of this correlation	Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	see Note, p. 274 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>make popcorn following one of the methods from the story, p. 126</i> <i>practice making observations by describing what is the same/different about combs, brushes and other household items, p. 123-125</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>identify the problem in the literature selection and tell what you think happened after the story ends, p. 117</i>

Early Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>tell if the literature selection could be true or is make believe and give comments about the story; talk about the two strands of the story (e.g., one boy is reading about popcorn from an encyclopedia, while the other boy is describing how to make popcorn), p. 126</i></p>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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 #51—Book Report</i> <i>write about the history of popcorn, p. 126</i> <i>choose a month of the year and write a summary of the weather, p. 96</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. 126</i>
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			Describe main ideas and supporting details, including supporting evidence.	<i>tell about your favorite part of the story; make inference and give facts/details, p. 104</i> <i>talk about the main characters' feelings in different parts of the story, p. 104</i>
	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	<i>look at the pictures in the literature selection (including the title) and predict what the story will be about, p. 126</i>	Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text.	<i>talk about the two strands of the story (e.g., one boy is reading about popcorn from an encyclopedia, while the other boy is describing how to make popcorn), p. 126</i>
Structural Features of Informational Materials			Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.	<i>tell if the literature selection could be true or is make believe, and give comments about the story, p. 126</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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
Penmanship	Copy the English alphabet legibly.	<i>students are asked to write/copy words throughout Level VI</i>	Write the English alphabet legibly.	<i>students are asked to write/copy words throughout Level VI</i>
Penmanship, Organization & Focus	Copy words posted and commonly used in the classroom.	<i>copy the title of the literature selection in Reading Log, p. 79</i> <i>copy/write the words next to the pictures in Picture Dictionary, p. 80</i>	Label key parts of common objects.	<i>label the months in the Picture Dictionary, p. 93</i> <i>write the target vocabulary in the Picture Dictionary, p. 103</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 about your favorite part of the literature selection following a model on the board, p. 80</i>	Create simple sentences or phrases with some assistance.	<i>write a sentence about a vehicle comparing it to something (e.g., A rocket makes a loud noise like a firecracker.), p. 81</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>interview a partner to find out something he/she did in a certain month; draw a picture about it; and write a caption, p. 95</i> <i>choose a month and write a summary of the weather, p. 96</i>	Use models to write short narratives.	<i>write a caption about your favorite part of the literature selection following a model on the board, p. 80</i> <i>write one or more sentences for the parts of the house following the model on the board, p. 117</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>play detective, then write a report of observations; tell what happened writing sentences following the pattern on the board, p. 118</i> Carousel Connections: Clothing & Accessories— <i>make a book and write a sentence or a paragraph on each page, p. 15</i>

NOTE: Guidelines for Writing—Carousel of IDEAS Level VI: *Students at Level VI are beginning to write longer, more complex sentence captions for their pictures and also are writing more complete book reports.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Organization & Focus	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>choose a month and write a summary of the weather, p. 96</i>	Write short narrative stories that include elements of setting and character.	<i>complete Resource Sheet #51—Book Report</i> <i>play detective and write report of observations following the pattern on the board, p. 118</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 sentences using information on the graph and following the model on the board, p. 107</i> <i>write one or more sentences for the parts of the house following the model on the board, p. 117</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	<i>complete Resource Sheet #51—Book Report</i>
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	<i>complete Resource Sheet #51—Book Report</i> <i>write sentences using information on the graph and following the model on the board, p. 107</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 the science experiment about submarines, and write captions to record the experiment, p. 83</i> <i>choose a month and write a summary of the weather, p. 96</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>write the steps involved in making popcorn, p. 126</i> Carousel Connections: Pets— <i>Resource Sheet #4</i> Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>write one or more sentences for the parts of the house following the model on the board, p. 117</i> Carousel Connections: Pets— <i>Resource Sheet #4</i> Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Organization & Focus	Write short narrative stories that include the elements of setting and character.	<i>Resource Sheet #51—Book Report</i> <i>write about the history of popcorn, p. 126</i>	Narrate a sequence of events with some detail.	<i>predict what the literature selection will be about, p. 126</i> <i>talk about whether the literature selection could be true or is make believe, p. 137</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>Resource Sheet #51—Book Report</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>write one or more sentences for the parts of the house following the model on the board, p. 117</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 a report of observations following the pattern on the board, p. 118</i> <i>Resource Sheet #51</i>	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<i>Resource Sheet #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 #51</i> <i>write about the history of popcorn, p. 126</i>
Organization & Focus	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>write a report of observations following the pattern on the board, p. 118</i>	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	<i>choose a month and write a summary of the weather for the month, p. 96</i> <i>write sentences using information on the graph and following the model on the board, p. 107</i>
	Write a friendly letter of a few lines.	see Note, p. 282 of this correlation	Independently write a letter using detailed sentences.	see Note, p. 282 of this correlation

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Organization & Focus	Write short narrative stories that include the elements of setting, character and events.	<i>Resource Sheet #51—Book Report</i>	Write a detailed summary of a story.	<i>Resource Sheet #51—Book Report</i> <i>choose a month and write a summary of the weather, p. 96</i>
	Use the writing process to write short paragraphs that maintain a consistent focus.	<i>Resource Sheet #51—Book Report</i> <i>write sentences using information from a graph, p. 107</i>	Arrange compositions according to simple organizational patterns.	<i>Resource Sheet #51—Book Report</i> <i>write a report of observations following a pattern on the board, p. 118</i>
			Independently write simple responses to literature.	<i>Resource Sheet #51—Book Report</i>
	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i>	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>write about the history of popcorn, p. 126</i> <i>choose a month and write a summary of the weather, p. 96</i>
	Write a formal letter.	see Note, p. 282 of this correlation	Independently write a persuasive letter with relevant evidence.	see Note, p. 282 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>write a sentence about one of the vehicles comparing it to something (e.g., A rocket makes a loud noise like a fire-cracker.), p. 81</i> <i>draw a picture of the science experiment and write captions to record the experiment, p. 83</i>	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	<i>Resource Sheet #51—Book Report</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>choose a month and write a summary of the weather, p. 96</i>	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>choose a month and write a summary of the weather, p. 96</i> <i>write about the history of popcorn, p. 126</i>
			Write a persuasive composition using standard grammatical forms.	see Note, p. 282 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #51—Book Report</i>	Write narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #51</i>
Organization & Focus, Evaluation and Revision	Produce independent writing using correct grammatical forms.	<i>write a report of observations following the pattern on the board, p. 118</i>	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	<i>Resource Sheet #51</i>
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<i>choose a month and write a summary of the weather, p. 96</i> <i>write about the history of popcorn, p. 126</i>	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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
Capitalization	Use capital letters when writing own name.	<i>students are writing simple sentences throughout Level VI 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 VI using capital letters and punctuation</i>
Punctuation			Use a period at the end of a sentence.	<i>students are writing simple sentences throughout Level VI using capital letters and punctuation</i>

NOTE: Guidelines for Writing—Carousel of IDEAS Level VI: *Students at Level VI are beginning to write longer, more complex sentence captions for their pictures and also are writing more complete book reports.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Capitalization	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level VI using capital letters and punctuation</i>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level VI 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 VI 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 VI 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. 287 of this correlation	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	see Note, p. 287 of this correlation

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Capitalization, Punctuation, Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>write the steps involved in making popcorn, p. 126</i> <i>Resource Sheet #51—Book Report</i>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i> <i>Resource Sheet #51—Book Report</i>
Sentence Structure, Grammar, Spelling	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<i>choose your favorite part of the literature selection and draw a picture illustrating it; then write a caption telling about the incident, p. 137</i> <i>Resource Sheet #51—Book Report</i>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i> <i>Carousel Connections: Pets—Resource Sheet #4</i> <i>Resource Sheet #51—Book Report</i> <i>write captions for your pictures from a previous lesson, p. 140</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Capitalization, Punctuation, Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	<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 #51—Book Report</i></p>	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	<p><i>choose a month and write a summary of the weather, p. 96</i></p> <p><i>write about the history of popcorn, p. 126</i></p> <p><i>Resource Sheet #51—Book Report</i></p>
Sentence Structure, Grammar, Spelling	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	<p><i>write a report of observations, p. 118</i></p> <p><i>write one or more sentences for the parts of a house, p. 117</i></p>	Use standard word order but may have some consistent grammatical forms, including inflections.	<i>Resource Sheet #49, #51, #54, #55, #56</i>
Punctuation, Capitalization, Spelling	<p>Edit writing for some conventions (e.g., capital letters and periods).</p> <p><u>ELA Spelling Standards</u></p> <p><u>Grade 1</u></p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly.</p> <p><u>Grade 2</u></p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>	<p>see Note, p. 287 of this correlation</p> <p><i>Resource Sheet #49, #51, #54, #55, #56</i></p> <p><i>write one or more sentences for the parts of a house following a model on the board, p. 117</i></p> <p><i>Resource Sheet #49, #51, #54, #55, #56</i></p>	<p>Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).</p> <p><u>ELA Spelling Standards</u></p> <p><u>Grade 3</u></p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patters (e.g., <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).</p> <p>1.9 Arrange words in alphabetic order.</p> <p><u>Grade 4</u></p> <p>1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</p>	<p>see Note, p. 287 of this correlation</p> <p><i>Resource Sheet #49, #51, #54, #55, #56</i></p> <p>see Note, p. 287 of this correlation</p> <p>Carousel Connections: Clothing & Accessories—<i>Resource Sheet #4</i></p> <p>Carousel Connections: Pets—<i>Resource Sheet #4</i></p>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
Sentence Structure, Grammar	Use complete sentences and correct word order.	<i>write captions for your pictures from a previous lesson, p. 140</i> <i>Resource Sheet #48, #49, #51, #54, #55, #56</i>	Use complete sentences and correct word order.	<i>write one or more sentences for the parts of a house following a model on the board, p. 117</i> <i>Resource Sheet #48, #49, #51, #54, #55, #56</i>
Grammar	Use correct parts of speech, including correct subject/verb agreement.	<i>write captions for your pictures from a previous lesson, p. 140</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>choose your favorite part of the literature selection and draw a picture illustrating it; then write a caption telling about the incident, p. 137</i> <i>Resource Sheet #48, #49, #51, #54, #55, #56</i>
Capitalization, Punctuation, Spelling	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 287 of this correlation	Edit writing for punctuation, capitalization, and spelling.	see Note, p. 287 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 VI	GRADES 3-5	Carousel of IDEAS: Level VI
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Reading Comprehension</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>listen to the literature selection, and share similar feelings/experiences, p. 79</i> <i>identify the problem in the literature selection and tell what you think happens after the story ends, p. 117</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>listen to the literature selection; then tell if it could be true or is make believe, p. 126</i> <i>look at pictures in the literature selection and predict what the story will be about, p. 126</i>
	Draw pictures related to a work of literature identifying setting and characters.	Carousel Connections: Pets—Resource Sheet #1 and #4	Orally identify different characters and setting in simple literary texts using words or phrases.	<i>tell about your favorite part of the story; make inferences and give fact/details, p. 104</i>
Narrative Analysis of Grade-Level Appropriate Text			Orally distinguish between fiction and non-fiction using one- or two-word responses.	<i>listen to the literature selection; then tell if it could be true or is make believe, p. 126</i>
Structural Features of Literature			Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	<i>look through the literature selection and retell the story of Johnny Appleseed by looking through the pictures; give an opinion of the story—did you like it? did you learn anything from it? is the story true or is it make believe? p. 137</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level VI: *Students at Level VI are reading captions they have written and sentences and short sections from the literature selection. In general, their reading skills should be comparable to their speaking skills..*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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>talk about the two strands of the story from the literature selection (e.g., one boy is reading about popcorn from the encyclopedia, while the other boy is describing how to make popcorn), p. 126</i>	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	<i>look at pictures in the literature selection and predict what the story will be about, p. 126</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>talk about whether the literature selection could be true or if it is make-believe, p. 137</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>talk about the main characters’ feelings in different parts of the story, p. 104</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>talk about your favorite part of the literature selection, p. 80</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. 292 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.	Carousel Connections: Clothing & Accessories— <i>answer questions about the main character in the literature selection, p. 14</i> <i>talk about the main characters’ feelings in different parts of the story, p. 104</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
<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>Resource Sheet #51—Book Report</i></p> <p><i>listen to the literature selection, then write about the history of popcorn, p. 126</i></p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p>	<p><i>Resource Sheet #51—Book Report</i></p> <p><i>Carousel Connections: Clothing & Accessories—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><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></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. 126</i></p> <p><i>choose your favorite part of the literature selection and draw a picture to illustrate it; then write a caption telling about the incident, p. 137</i></p>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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).	<i>Resource Sheet #49 (e.g., A rocket makes a noise like a firecracker.)</i>
			Distinguish between literary connotations and symbols from culture to culture.	see Note, pgs. 247 and 292 of this correlation
			Read and orally identify metaphors and similes in a selection.	<i>Resource Sheet #49 (e.g., A rocket makes a noise like a firecracker.)</i>
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism	Read and orally identify literary elements of plot, setting, and characters.	<i>find a month of the year in the literature selection and point to the word; read the sentence and tell what happened during that month, p. 92</i>	Identify the motives of characters in a work of fiction.	<i>Carousel Connections: Clothing & Accessories—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>
	Read and identify beginning, middle, and end of a story.	see Note, pgs. 247 and 292 of this correlation	Recognize and describe themes stated directly in a text.	<i>talk about the two strands of the story from the literature selection (e.g., one boy is reading about popcorn from the encyclopedia, while the other boy is describing how to make popcorn), p. 126</i>
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	<i>identify the two boys telling different stories in the literature selection, p. 126</i>
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	<i>identify the problem in the literature selection and tell what you think happens after the story ends, p. 117</i>
Narrative Analysis of Grade-Level Appropriate Text			Recognize the difference between first and third person in a literary text.	<i>identify the two boys telling different stories in the literature selection, p. 126</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VI	GRADES 3-5	Carousel of IDEAS: Level VI
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 write about the history of popcorn, p. 126</i> <i>Resource Sheet #51—Book Report</i>		
Structural Features of Literature	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	Carousel Connection: Clothing & Accessories— <i>create poetry, p. 15</i>	Describe the major characteristics of poetry, drama, fiction and non-fiction.	see Note, pgs. 247 and 292 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. 247 and 292 of this correlation
			Recognize and describe themes stated directly or implied in literary texts.	<i>talk about the two strands of the story from the literature selection (e.g., one boy is reading about popcorn from the encyclopedia, while the other boy is describing how to make popcorn), p. 126</i>
			Compare and contrast the motives of characters in a work of fiction.	see Note, pgs. 247 and 292 of this correlation