

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

**Listening and Speaking
Strategies and Applications**

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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>pretend to be bank tellers and count out the money at the end of the day, p. 147</i> <i>take turns with a partner naming an amount and finding the coins needed to make that amount, p. 147</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 things you do at various times shown on the clock, p. 152</i> <i>talk about things you did yesterday, p. 157</i>
	Answer simple questions with one- or two-word responses.	<i>play a board game using the student-made draw cards, p. 158</i> <i>answer who, what, when, where, and why questions, p. 162</i>	Answer simple questions with one- or two-word responses.	<i>estimate the number of paper clips in a jar; then count them, p. 166</i> <i>choose a piece of furniture from a catalog and tell how much it costs, p. 167</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>respond to commands by showing the correct numeral square (e.g., “Show me the number after 11.”), p. 164</i> <i>match approximate weights with IDEA pictures of animals, p. 165</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>to reinforce the understanding of numbers, play games such as War, Buzz, Chalkboard Relay, Battleship and Battleship Partners, p. 171</i> <i>do tomorrow; write captions for them, choose a time and draw a pictures of yourself doing something you normally do at that time, p. 152, 154, 155</i>
Comprehension, Organization & Delivery of Oral Communication	Independently use common social greetings and simple repetitive phrases (e.g., “Thank You,” “You’re welcome.”).	<i>role play running a by choosing things to buy, paying for them, and making change, p. 149</i>	Independently use common social greetings and repetitive phrases (e.g., “May I go and play?”).	<i>play an answer-question word game, p. 196</i> <i>work in small groups taking turns answering questions, identifying target vocabulary, and giving answers, p. 196</i>

NOTE: Guidelines for Listening and Speaking—Carousel Level VII: At Level VII, you can expect most students will to listen while the lesson is presented, directions are given, and the literature selection is read, as well as when other students and adults are speaking. They are now communicating with relative ease and fluency, within and outside the classroom. Students are taking part in almost all classroom discussions and are able to speak in longer narratives. Errors in speech will continue to appear, but they are increasingly minor and rarely interfere with communication.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	<i>talk about the physical appearance of money by answering questions (e.g., reason why George Washington's picture is on the dollar bill, and so forth), p. 145</i> <i>talk about pictures in the literature selection, p. 148</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. 148</i> <i>look at pictures in the literature selection and predict what will happen next, p. 148</i>
	Ask and answer questions using phrases or simple sentences.	<i>answer questions about coins/coin collections, p. 146</i> <i>take turns with a partner naming an amount and finding the coins needed to make that amount, p. 147</i>	Ask and answer questions using phrases or simple sentences.	<i>answer questions using a 24-hour clock (e.g., "What time do you get up in the morning? Is it light or dark when it is 2300 hours?"), p. 161</i> <i>play an answer-question word game, p. 196</i>
			Restate and execute multistep oral directions.	<i>identify the following objects: magazine, flower, globe, pencil sharpener, letter, wheel, calendar, newspaper, typewriter, and map; compare these objects telling how they are alike and how they are different, p. 194</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. 148</i> <i>talk about the pictures in the literature selection, p. 148</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; then tell if the story is real or make believe, name the characters in the story, and tell what you learned about money, p. 148</i>
	Orally communicate basic needs (e.g., "May I get a drink?").		Orally communicate basic needs (e.g., "May I get a drink of water?").	
	Recite familiar rhymes, songs, and simple stories.	<i>Carousel Connections: Clothing & Accessories—sing along with songs (audiotape track 4), p. 14</i>	Recite familiar rhymes, songs, and simple stories.	<i>Carousel Connections: Pets—sing along with songs (audiotape track 4), p. 13</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension	Ask and answer instructional questions using simple sentences.	<i>talk about things you do at various times of the day (e.g., eat breakfast, go to school, have recess), p. 159</i> <i>answer questions using a 24-hour clock (e.g., “Is it light or dark at 2300 hours?”), p. 161</i>	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”)	<i>estimate and compare the number of jellybeans in two jars, p. 163</i> <i>practice using target vocabulary by answering riddles (e.g., “It has a tail, but no legs. It swims in the ocean. It’s very big. What is it?” [whale or shark]), p. 177</i>
	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>listen to a discussion on saving money and identify coins to put in a bank, p. 145</i> <i>follow directions using play money (e.g., “Put the coins in order of value, from least valuable to most valuable.”), p. 146</i>	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>listen to commands and respond using play money (e.g., “Show me the coin that is worth more than a dime. Show me the coin that is worth the most.”), p. 147</i> <i>listen to a lesson about the clock and move the hour and minute hands accordingly, p. 151</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>look at the IDEA pictures of animals and talk about how much you think the animals weigh, p. 165</i> <i>look at the pictures in the literature selection and predict what the story will be about, p. 168</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>tell about experiences with ocean and marine animals, p. 172</i> <i>look through the pictures in the literature selection and predict what the story will be about, p. 179</i>
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>work with a partner—one gives a certain amount of money to the other; the other counts it and writes the number of each coin, p. 147</i>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>work in small groups taking turns making up questions, identifying the target vocabulary, and giving answers, p. 196</i>
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>discuss a scenario where you suddenly had a lot of money (e.g., would having a lot of money make you happy; what kinds of things would you buy, and so forth), p. 148</i> <i>talk about activities you do at certain times of the day (e.g., eat breakfast, go to school, have recess), p. 159</i>	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>talk about things you did yesterday and today, and will do tomorrow, p. 160</i> <i>talk about the literature selection and how the author knew the facts he included in the story, p. 168</i>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension	Listen attentively to stories/ information, and orally identify key details and concepts.	<i>listen to a lesson on whales and tell something interesting you learned from the lesson, p. 175</i> <i>listen to a lesson on sharks and tell something interesting you learned from the lesson, p. 177</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, and tell if the story is real or make believe; name the animals/fish in the story; tell favorite parts of the story, p. 179</i>	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	<i>listen to the literature selection, and talk about the main character’s feelings; talk about a time when you had similar feelings, p. 193</i>
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>talk about pictures in the literature selection, p. 148</i> <i>answer who, what, when, where, and why questions, p. 162</i>	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>match IDEA pictures with magazine pictures and tell how and why they go together, p. 190</i> <i>make up sentences in the past tense, p. 195</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>prepare clock faces and complete them with parents, showing the times when you do various things at home, p. 153</i> <i>talk about your pictures of yesterday/ today/tomorrow activities, p. 161</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>answer who, what, when, where, and why questions, p. 162</i> <i>talk about your pictures of yesterday/ today/tomorrow activities, p. 161</i>	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	<i>telling something interesting learned from the lesson on lobsters; and tell some of the most interesting things learned about any marine animal, p. 186</i>
	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	<i>listen to the literature selection, and tell if the story was real or make believe; name animals/fish in the story; and tell favorite parts of the story, p. 179</i>	Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	<i>take Activity Pictures home and ask parents to write the names of the animals in their native language and describe an experience with each animal—share information with the class, p. 175</i>
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).	<i>see Note, p. 297 of this correlation</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension	Listen attentively to stories/ information on new topics and identify both orally and in writing key details and concepts.	<i>choose an activity you did yesterday, draw a picture of it, and write a caption for it, p. 158</i> <i>Resource Sheet #65—Book Report</i>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	<i>listen to the literature selection, and talk about the main character’s feelings; talk about a time when you had similar feelings, p. 193</i>
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).	see Note, p. 297 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. 297 of this correlation
Comprehension, Organization & Delivery of Oral Communication	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>role play running a store by choosing things to buy, paying for them, and making change, p. 149</i> <i>take turns with a partner naming an amount and finding the coins needed to make that amount, p. 147</i>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>share money from your native country noting the color, shape, and people/ objects depicted on it, p. 150</i> <i>work in small groups to make copies of coins and to complete the assignment, p. 146</i>
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>discuss a scenario where you suddenly had a lot of money, p. 148</i> <i>talk about pictures in the literature selection, p. 148</i>	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>describe what your own appointment book looks/might look like, p. 158</i> <i>talk about whether or not you liked the literature selection—if so, why, and if not, why not, p. 157</i>
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	<i>tell about your experiences with ocean and marine animals, p. 172</i> <i>tell something you learned from the lesson on dolphins, p. 173</i>	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	<i>look through the pictures of the literature selection and predict what the story will be about, p. 179</i> <i>choose an IDEA picture card and tell something about it using descriptive words and facts, p. 183</i>
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	<i>tell something interesting learned from the lesson on starfish, p. 185</i> <i>predict what the literature selection will be about, p. 179</i>	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	<i>make up sentences in the past tense, p. 195</i> <i>work in small groups taking turns making up questions, identifying the target vocabulary, and giving an answer, p. 196</i>

Reading

Word Analysis

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development	Recognize English phonemes that correspond to phonemes students already hear and produce.	<i>look at the IDEA word cards and read the ones you know, p. 178</i> <i>read sentences on the board and respond to questions (e.g., “Find the sentence that tells which animal has eight arms.”), p. 184</i>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<i>read sentences aloud to each other, p. 195</i> <i>choose one of the words from the board and write a paragraph about it—read the paragraph aloud and make any necessary changes, p. 197</i>
Phonemic Awareness, Decoding and Word Recognition			Recognize sound/symbol relationships in own writing.	<i>practice reading the IDEA target vocabulary words, p. 192</i> <i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level VII: Students reading at Level VII reflects their speech fluency. They are now reading longer sections, including paragraphs in literature selections and paragraphs they have written themselves.

Early Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
<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>listen to a lesson on how /p/ and /h/ go together to make the /f/ sound and think of words that have /ph/ in them, p. 178</i></p> <p><i>Carousel Connections: Pets—listen to a discussion on rhyming words and find other rhyming words in the story, p. 14;</i></p> <p><i>Carousel Connections: Clothing & Accessories—listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>Carousel Connections: Clothing & Accessories—identify final sounds in words found in the story, p. 15</i></p> <p><i>Carousel Connections: Clothing & Accessories—look for words that begin with the letter /p/, p. 14</i></p> <p><i>listen to a lesson on how /p/ and /h/ go together to make the /f/ sound and think of words that have /ph/ in them, p. 178</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</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 aloud favorite parts of the literature selection from the story charts, p. 148</i></p> <p><i>follow along as literature selection is read for a second time and finish the sentences, p. 168</i></p>

Early Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
	<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>listen as a vocabulary word is named and underline it, p. 178</i></p> <p><i>practice reading numbers by circling a numeral on the chart as it's named, p. 164</i></p> <p>Carousel Connections: Pets—<i>listen to a discussion on rhyming words and find other rhyming words in the story, p. 14</i></p> <p>Carousel Connections: Clothing & Accessories—<i>listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>chime in as the story read and fill in the rhyming words, p. 179</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>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 aloud favorite parts of the literature selection from the story charts, p. 148</i></p> <p><i>follow along as literature selection is read for a second time and finish the sentences, p. 168</i></p>
<p>Decoding and Word Recognition, Vocabulary and Concept Development</p>			<p>Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p><i>listen to the story and fill in the rhyming words, p. 179</i></p> <p><i>think of words that contain /ph/ sound (e.g., photograph, elephant, graph, pharmacist, telephone), p. 178</i></p>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</p>	<p>Pronounce most English phonemes correctly while reading aloud.</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p><u>Grade 1 P.A.</u></p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).</p>	<p><i>read favorite parts of the literature selection aloud from the story charts, p. 148</i></p> <p><i>read activity chart on the board and draw pictures to complete the chart, p. 159</i></p> <p><i>read student-made cards in a board game, p. 158</i></p> <p><i>follow along as literature selection is read and finish the sentences, p. 168</i></p> <p>Carousel Connections: Clothing & Accessories—create rhyming words by <i>finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p>Carousel Connections: Clothing & Accessories—<i>create poems using rhyming words, p. 15</i></p> <p>Carousel Connections: Clothing & Accessories—create rhyming words by <i>changing sounds to change words (e.g., “Hello, my name is Pat. On my head I wear a ____.”), p. 19</i></p> <p><i>listen to the story and fill in the rhyming words, p. 179</i></p> <p><i>think of words that contain /ph/ sound (e.g., photograph, elephant, graph, pharmacist, telephone), p. 178</i></p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>	<p><i>read parts of the literature selection aloud, p. 179</i></p> <p><i>read paragraphs aloud to a partner, and respond to each other’s writing, p. 187</i></p>

Intermediate (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</p>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Grade 2 D/WR</u> 1.4 Recognize common abbreviations (e.g., <i>Jan.</i>, <i>Sun.</i>, <i>Mr.</i>, <i>St.</i>).</p>	<p><i>listen to the story and fill in the rhyming words, p. 179</i></p> <p><i>think of words that contain /ph/ sound (e.g., photograph, elephant, graph, pharmacist, telephone), p. 178</i></p> <p><i>Resource Sheet #58, #59, #62 (e.g., dollars/cents)</i></p> <p><i>Resource Sheet #60 (e.g., o'clock)</i></p>	<p>Use common English morphemes in oral and silent reading.</p>	<p><i>consult an encyclopedia to find out additional information on animals, p. 166</i></p> <p><i>read favorite parts of the literature selection aloud from the story charts, p. 148</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, p. 179</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>consult an encyclopedia to find out additional information on animals, p. 166</i></p>		

Intermediate (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Concepts about Print (CaP)	1.4 Recognize that sentences in print are made up of separate words.	<i>consult an encyclopedia to find out additional information on animals, p. 166</i>		
	1.5 Distinguish letters from words.	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i> <i>think of words that contain /ph/ sound (e.g., photograph, elephant, graph, pharmacist, telephone), p. 178</i>		
	<u>Grade 1 CaP</u> 1.1 Match oral words to printed words.	<i>follow directions to make an appointment book, p. 159</i> <i>follow along while the literature selection is read and finish the sentences, p. 168</i>		
	1.3 Identify letters, words, and sentences.	<i>look at the IDEA word cards and read the ones you know, p. 178</i> <i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i>		

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
<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>Resource Sheet #63 (e.g., regular/irregular plurals)</i></p> <p><i>listen to a lesson on how /p/ and /h/ go together to make the /f/ sound and think of words that have /ph/ in them, p. 178</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>read parts of the literature selection aloud from the story charts, p. 148</i></p> <p>Carousel Connections: Clothing & Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p><i>follow along as the literature selection is read for a second time and finish the sentences, p. 168</i></p> <p>Carousel Connections: Clothing & Accessories—<i>identify final sounds in words found in the story, p. 15</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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
<p>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) (cont.)</p>	<p><u>ELA Standards (cont.)</u> <u>Kindergarten P.A. Grade 2 D/WR (cont.)</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant-consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><i>Carousel Connections: Clothing & Accessories—find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>participate in a word-cluster activity, p. 193</i></p> <p><i>read activity chart on the board and complete the chart with the appropriate pictures, p. 159</i></p> <p><i>Resource Sheet #63 (e.g., regular/irregular plurals)</i></p> <p><i>read favorite parts of the literature selection aloud from the story charts, p. 148</i></p> <p><i>Carousel Connections: Clothing & Accessories—read story aloud in pairs or small groups, p. 12</i></p>		

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
<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 #58, #59, #60, #61, #62, #63, #64, #65, #66</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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
<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>Carousel Connections: Pets—create poetry, p. 12</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>read activity chart on the board and complete the chart with the appropriate pictures, p. 159</i></p> <p><i>Carousel Connections: Clothing & Accessories—find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i></p> <p><i>Resource Sheet #59 (e.g., hardware, bicycle)</i></p> <p><i>Resource Sheet # (e.g., starfish)</i></p> <p><i>Resource Sheet #66 (e.g., newspaper, typewriter)</i></p> <p><i>Carousel Connections: Clothing & Accessories—find words in the story that end in /ing /, p. 15</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>read favorite parts of the literature selection aloud from the story charts, p. 148</i></p>		

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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 favorite parts of the literature selection aloud from the story charts, p. 148</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 #58, #59, #60, #61, #62, #63, #64, #65, #66</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>read sentences on the board and respond to the questions (e.g., “Find the sentence that tells which animal has eight arms.”), p. 184</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p>Carousel Connections: Clothing & Accessories—<i>Resource Sheet #3</i></p> <p><i>choose an IDEA word card, name the animal, and place it in the pocket chart under the correct picture, p. 180</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>Carousel Connections: Clothing & Accessories—<i>find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i></p> <p>Carousel Connections: Pets—<i>create poetry by making rhyming words, p. 12</i></p>

Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
<p>Decoding and Word Recognition (D/WR)</p>	<p><u>Grade 1 D/WR</u></p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><u>Grade 2 D/WR</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p>	<p><i>Resource Sheet #59 (e.g., hardware, bicycle)</i></p> <p><i>Resource Sheet # (e.g., starfish)</i></p> <p><i>Resource Sheet #66 (e.g., newspaper, typewriter)</i></p> <p><i>Carousel Connections: Pets—Home Connection Activity Sheet #2 (e.g., “Practice <u>saying</u> your sentence.)</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>group target vocabulary words, tell common characteristics of the word groups, and name each category, p. 194</i></p> <p><i>read parts of the literature selection aloud from the story charts, p. 148</i></p> <p><i>Carousel Connections: Clothing & Accessories—read the story aloud in pairs or small groups, p. 14</i></p> <p><i>Resource Sheet # 63 & 64 (e.g., seal, sea horse, dolphin, air, oxygen)</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 #63, #64</i></p> <p><i>group target vocabulary words, tell common characteristics of the word groups, and name each category, p. 194</i></p>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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>read favorite parts of the literature selection aloud from the story charts, p. 148</i></p> <p><i>Carousel Connections: Clothing & Accessories—read story aloud in pairs or small groups, p. 14</i></p> <p><i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i></p> <p><i>Resource Sheet # 59 & #62 (\$=dollars)</i></p> <p><i>Resource Sheet #63 (e.g., regular/irregular plurals)</i></p>		

Reading

Fluency and Systematic Vocabulary Development

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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 favorite parts of the literature selection from the story charts, p. 148</i></p> <p><i>play a board game using student-made draw cards, p. 158</i></p> <p><i>Resource Sheet #63—sort words into Fish, Mammal, or ? categories</i></p> <p><i>Resource Sheet #54—sort words in Scales, Shell, Fur, Skin categories</i></p> <p><i>Resource Sheet #66—sort words into Beautiful, Wet, or Dry categories</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p>	<p><i>share pictures and read captions about something you did yesterday, p. 158</i></p> <p><i>follow along as the literature selection is read for a second time and finish the sentences, p. 168</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>role play running a store by choosing things to buy, paying for them, and making correct change, p. 149</i></p> <p><i>take turns with a partner naming an amount of money and finding the coins needed to make that amount, p. 147</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>discuss a scenario where you suddenly had a lot of money (e.g., would having a lot of money make you happy; what kinds of things would you buy), p. 148</i></p> <p><i>work with partners or small groups to count the contents of a jar, lay the contents out in a straight line, and measure the length of the line; share findings with other students, p. 169</i></p>

NOTE: Guidelines for Reading—Carousel of IDEAS Level VII: Students reading at Level VII reflects their speech fluency. They are now reading longer sections, including paragraphs in literature selections and paragraphs they have written themselves.

Beginning (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Vocabulary & Concept Development <i>Also are addressed in Listening & Speaking</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>follow directions using play money (e.g., “Put the coins in order of value, from the least valuable to the most valuable.”), p. 146</i> <i>circle the numbers as they are called out, p. 164</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>listen to directions and respond using a paper-plate clock face (e.g., “Point to the hour hand. Show me the minute hand. Move the minute hand on the 12.”), p. 153</i> <i>follow commands by pointing to the appropriate clock face on the board (e.g., point to 12 o’clock; two o’clock; and so forth), p. 152</i>
	Retell simple stories using drawings, words, or phrases.	<i>listen to the literature selection, and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the story, p. 148</i>	Retell simple stories using drawings, words, or phrases.	<i>talk about the literature selection; tell how the author knew the facts he put in the story, p. 168</i> <i>draw a picture of an animal from the literature selection or an imaginary animal, p. 179</i>
	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	<i>pretend to be a bank teller and count out the money at the end of the day, p. 147</i> <i>work with a partner—one gives a certain amount of money to the other; the other counts it and writes the number of each coin, p. 147</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>share money from your native country noting the color, shape, and people and objects depicted on it, p. 150</i> <i>work in small groups to make play money; then follow the assignment on the board, p. 146</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Vocabulary & Concept Development (V/CD)	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	<i>look at pictures in the literature selection and predict what the story will be about, p. 148</i> <i>tell whether or not you liked the literature selection and why, p. 148</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>tell something interesting you learned from the lesson on whales, p. 175</i> <i>feel different animal coverings (scales, shells, fur, and skin) and describe how each one feels, p. 184</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i> <i>read the IDEA word cards, p. 178</i>	Read simple vocabulary, phrases, and sentences independently.	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i> <i>read the story and fill in the rhyming words, p. 179</i>
	Read aloud an increasing number of English words.	<i>Carousel Connections: Clothing & Accessories—read the story aloud in pairs or in small groups, p. 14</i> <i>read favorite parts of the literature selection aloud from the story charts, p. 148</i>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<i>read the sentences on the board and respond to questions, p. 184</i> <i>read parts of the literature selection aloud as a group, p. 179</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 paragraphs aloud to a partner or small group and respond to each other's writing, p. 187</i>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	<i>choose on of the words from the board and write a paragraph about it; read each other's paragraphs and correct spelling, capitalization, word choice, and any other problems, p. 197</i>
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>read favorite parts of the literature selection aloud from the story charts, p. 148</i> <i>read paragraphs aloud to a partner or small group and respond to each other's writing, p. 187</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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
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.	Carousel Connections: Clothing & Accessories— <i>find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i> Carousel Connections: Pets— <i>create poetry by making rhyming words, p. 12</i>
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	<i>role play running a store by choosing things to buy, paying for them, and making correct change, p. 147</i> <i>take turns with a partner naming an amount and finding the coins needed to make that amount, p. 147</i>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	<i>read favorite parts of the literature selection aloud from the story charts, p. 148</i> <i>answer who, what, when, where, and why questions, p. 162</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).	Carousel Connections: Pets— <i>listen to a lesson on the /p/ sound and think of additional words that have this sound; continue with other sounds, p. 14</i> <i>Resource Sheet #63—sort words into Fish, Mammal, or ? categories</i> <i>Resource Sheet #54—sort words in Scales, Shell, Fur, Skin categories</i> <i>Resource Sheet #66—sort words into Beautiful, Wet, or Dry categories</i> Carousel Connections: Clothing & Accessories— <i>categorize items of clothing/accessories into three groups, p. 11</i>	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.	<i>read parts of the literature selection aloud as a group, p. 179</i> <i>read sentences from the board and respond to the questions (e.g., “Find the sentence that tells which animal has eight arms.”), p. 184</i> <i>read paragraphs aloud to a partner or a small group, p. 187</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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
Vocabulary & Concept Development (V/CD) <i>Also are addressed in Listening & Speaking</i>	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). <u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.18 Describe common objects and events in both general and specific language.	Carousel Connections: Clothing & Accessories— <i>class is divided into groups where each group is given a situation (e.g., going to the store, going to the beach, or riding a bus) and must come up with safety tips; discuss how the tips are similar and how they are different depending on the situation, p. 15</i> <i>share money from your native country noting the color, shape, and people/ objects depicted on it, p. 150</i>	Use content-related vocabulary in discussions and reading.	Carousel Connections: Clothing & Accessories— <i>participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i> <i>answer questions about coins and coin collecting (e.g., “Sometimes people save very old coins or coins from other countries. Do you have coins from another country? Do you have a coin collection?”), p. 146</i> <i>compare a digital clock with an analog clock; describe how they are alike and how they are different, p. 154</i>
	Apply knowledge of content-related vocabulary to discussions and reading.	Carousel Connections: Pets— <i>discuss how animals/pets move around, then flip through the book and tell how each animal moves; talk about favorite pet and proper pet care, p. 10</i> <i>compare and estimate the number of jellybeans in two jars, p. 163</i> <i>look at the IDEA pictures of animals and talk about how much you think each animal weighs, p. 165</i>		
Vocabulary & Concept Development, Decoding & Word Recognition	Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).	Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66 Carousel Connections: Clothing & Accessories— <i>find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i>	Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i> <i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Vocabulary & Concept Development (V/CD)			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Carousel Connections: Pets— <i>listen to a lesson on the /p/ sound and think of additional words that have this sound; continue with other sounds, p. 14</i> <i>listen to a lesson on how /p/ and /h/ go together to make the /f/ sound and think of words that have /ph/ in them, p. 178</i>
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	<i>Resource Sheet #66—Beautiful, Wet, or Dry?</i>	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).	see Note, p. 315 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 #58, #59, #60, #61, #62, #63, #64, #65, #66</i> Carousel Connections: Clothing & Accessories— <i>find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i>	Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).	Carousel Connections: Clothing & Accessories— <i>find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i>
			Use standard dictionary to find the meanings of known vocabulary.	<i>consult an encyclopedia to find additional information on certain animals, p. 181</i>
			Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird.”)	
	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	<i>listen to the literature selection and fill in the rhyming words, p. 179</i> <i>find an IDEA word card; name the animal; and place it in the pocket chart under the correct picture, p. 180</i>	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i> <i>read aloud favorite parts of the literature selection from the story charts, p. 148</i>
			Use some common idioms in discussions and reading (e.g., “scared silly”).	
			Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
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 #66—Beautiful, Wet, or Dry?</i> <i>Resource Sheet #66—Beautiful, Wet, or Dry?</i>	Apply knowledge of common roots and affixes when attached to known vocabulary.	Carousel Connections: Clothing & Accessories— <i>find words in the story that end in /ing/; continue with other final sounds in the story such as /all/ and /est/, p. 15</i> <i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</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.		Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	
	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.	Carousel Connections: Clothing & Accessories— <i>read the story aloud in pairs or in small groups, p. 14</i> <i>Resource Sheet #63, #64—(e.g., starfish, sea turtle, sea horse)</i>	Apply knowledge of academic and social vocabulary to achieve independent reading.	Carousel Connections: Pets— <i>read the story aloud in pairs or in small groups, p. 12</i> <i>read sentences about yesterday, today, and tomorrow from the board and answer questions, p. 160</i> <i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i>
			Use common idioms, some analogies and metaphors in discussion and reading.	
			Use a standard dictionary to determine meaning of unknown words.	<i>consult an encyclopedia to find additional information on certain animals, p. 181</i>
	Read narrative and 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: Pets— <i>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>read parts of the literature selection aloud, p. 179</i> <i>read sentences on the board and respond to the questions, p. 184</i>

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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. 315 of this correlation		
	1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i> <i>read sentences from the board and answer questions, p. 184</i>		
	1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66</i>		
	1.13 Read compound words and contractions.	<i>Resource Sheet #63, #64—(e.g., starfish, sea turtle, sea horse)</i>		
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).	Carousel Connections: Clothing & Accessories— <i>find words in the story that end in /ing/, p. 15</i>			

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Decoding and Word Recognition (D/WR)	1.15 Read common word families (e.g., -ite, -ate).	<i>group the target vocabulary words, tell common characteristics of the word groups, and name each category, p. 194</i>		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	Carousel Connections: Clothing & Accessories— <i>read the story aloud in pairs or in small groups, p. 14</i> Carousel Connections: Pets— <i>read the story aloud in pairs or in small groups, p. 12</i>		
	<u>Grade 2 D/WR</u>			
	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66 (e.g., checkbook, fifteen, bought, squares, seal, hair, dolphin)</i>		
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant = sup/per).	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66 (e.g., checkbook, fifteen, bought, squares, seal, hair, dolphin)</i>		
	1.3 Decode two-syllable nonsense words and regular multisyllable words.	<i>Resource Sheet #58, #59, #60, #61, #62, #63, #64, #65, #66 (e.g., checkbook, fifteen, bought, squares, seal, hair, dolphin)</i>		
	1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	<i>Resource Sheet #58, #59, #60, #62 (e.g., \$—dollars; 8:00—8 o'clock)</i>		
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	<i>Resource Sheet #63 (e.g., regular/irregular plurals)</i>			

Reading

Reading Comprehension

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension	Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<p><i>listen to a discussion on money and identify coins to put in a bank, p. 145</i></p> <p><i>follow directions using play money (e.g., “Put the coins in order of value, from the least valuable to the most valuable.”), p. 146</i></p>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<p><i>talk about the pictures in the literature selection, p. 148</i></p> <p><i>listen to the literature selection and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i></p>	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., “brown bear”).	<p><i>listen to the literature selection and tell if the story is real or make believe; name animals/fish in the story; tell favorite parts of the story, p. 179</i></p> <p>Carousel Connections: Pets—<i>answer questions about the literature selection (e.g., “Do you think a carrot is food a parrot would like? What do you feed a mouse?”), p. 12</i></p>
	Draw pictures from student’s own experience related to a story or topic (e.g., community in social studies).	<p><i>choose a time of day and draw a picture of yourself doing something you normally do at that time, p. 152, 154</i></p> <p>Carousel Connections: Pets—<i>make a “Pet Care Pamphlet” by choosing a favorite animal and two/three facts about how to take care of it, p. 13</i></p>	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.	<p>Carousel Connections: Pets—<i>share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i></p> <p><i>talk about main character’s feelings; talk about a time when you had similar feelings, p. 193</i></p>
	Understand and follow simple one-step directions for classroom or work-related activities.	<p><i>follow directions using play money (e.g., “Put the coins in order of value, from least valuable to most valuable.”), p. 146</i></p> <p><i>listen to a discussion on saving money and identify coins to put in a bank, p. 145</i></p>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<i>practice identifying target vocabulary using the IDEA pictures and following commands (e.g., “The whale—find the smallest animal. Give the [picture of the] whale to that animal.” [sea horse]), p. 176</i>

NOTE: Guidelines for Reading—Carousel of IDEAS Level VII: Students reading at Level VII reflects their speech fluency. They are now reading longer sections, including paragraphs in literature selections and paragraphs they have written themselves.

Beginning (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension & Analysis of Appropriate Text	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>listen to the literature selection and tell is the story is real or make believe; name animals/fish in the story; tell favorite parts of the story, p. 179</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>listen to the literature selection, then tell about the main character in the story; describe how the character feels; tell if the story is real or make believe; briefly retell the story including where and when it took place, p. 193</i>
			Identify the main idea in a story read aloud using key words and/or phrases.	<i>talk about main character’s feelings; talk about a time when you had similar feelings; briefly retell the story including where and when it took place, p. 193</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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	<i>listen to the literature selection and tell if the story is real or make believe; name animals/fish in the story; tell favorite parts of the story, p. 179</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>read favorite parts of the literature selection aloud, and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i>
	Draw and label pictures related to a story topic or own experience.	<i>choose a time and draw a picture of yourself doing something you normally do at that time, p. 152, 154, 155</i> <i>draw a picture of an animal in the literature selection or an imaginary animal and label it, p. 179</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> <i>talk about main character’s feelings; talk about a time when you had similar feelings, p. 193</i>
	Understand and follow simple two-step directions of classroom or work-related activities.	<i>pretend to be bank tellers and count out the money at the end of the day, p. 147</i> <i>work with a partner—one gives a certain amount of money to the other; the other counts it and writes the number of each coin, p. 147</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>listen to directions and respond using a paper-plate clock face (e.g., “Point to the hour hand on the clock. Show me the minute hand. Move the minute hand on the 12.”), p. 153</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 at the pictures in the literature selection and predict how the book will relate to the topic of time, p. 156</i>	Orally identify the basic sequence of written text using simple sentences.	<i>talk about main character’s and briefly retell the story including where and when it took place, p. 193</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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
<p>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</p>			<p>Orally identify examples of fact/opinion in familiar texts read to them.</p>	<p><i>read favorite parts of the literature selection aloud, and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i></p> <p><i>listen to the literature selection and tell is the story is real or make believe; name animals/fish in the story; tell favorite parts of the story, p. 179</i></p>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Comprehension & Analysis of Grade-Level Appropriate Text	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	<i>listen to the literature selection and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i>	Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”)	<i>listen to the literature selection and tell is the story is real or make believe; name animals/fish in the story; tell favorite parts of the story, p. 179</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— <i>draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	<i>look at the pictures in the literature selection and predict how the book will relate to the topic of time, p. 156</i> Carousel Connections: Clothing & Accessories— <i>draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>
Comprehension	Write captions of words or phrases for drawings related to a story.	<i>draw pictures of activities done yesterday and today, and activities you will do tomorrow; write captions for them, p. 160</i>	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	Carousel Connections: Pets— <i>discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</i> <i>talk about main character’s feelings; talk about a time when you had similar feelings, p. 193</i>
	Understand and follow some multi-step directions for classroom-related activities.	<i>sort the marine animals by size, from biggest to smallest; pair animals that are almost the same size, p. 176</i> Carousel Connections: Clothing & Accessories— <i>follow directions to learn how to tie a tie/scarf, p. 15</i>	Understand and follow some multi-step directions for classroom-related activities.	<i>choose two animals and draw pictures of them; write a comparison telling how the animals are alike and how they are different, p. 181</i> <i>choose marine animals and write a marine animal acrostic, p. 184</i>
Comprehension & Analysis of Grade-Level Appropriate text and Expository Critique			Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.	<i>listen to the literature selection and tell how the author knew the facts he put in the story, p. 168</i>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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.	Carousel Connections: Clothing & Accessories— <i>draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Describe main ideas and supporting details of a text.	<i>listen to the literature selection and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i>
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	Carousel Connections: Clothing & Accessories— <i>draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Generate and respond to comprehension questions related to the text.	<i>look through the pictures of the literature selection and predict what the story will be about, p. 179</i>
	Write a brief story summary (three or four complete sentences).	<i>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i> <i>complete Resource Sheet #65—Book Report</i>	Describe relationships between text and their experience.	Carousel Connections: Pets— <i>discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</i> <i>talk about main character’s feelings; talk about a time when you had similar feelings, p. 193</i> Carousel Connections: Clothing & Accessories— <i>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.		Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	
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>complete Resource Sheet #59, write a short story about one of the checks, and read the story to the class, p. 150</i> <i>consult an encyclopedia to for additional information on animals, p. 166</i>	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	Carousel Connections: Clothing & Accessories— <i>draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>
			Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	<i>listen to the literature selection and tell how the author knew the facts he put in the story, p. 168</i>

Early Advanced (continued)

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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>read favorite parts of the literature selection aloud, and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i></p>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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>choose two animals and draw pictures of them; write a comparison telling how the animals are alike and how they are different, p. 181</i> <i>choose one animal from the lesson and write about it, p. 185</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. 179</i>
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			Describe main ideas and supporting details, including supporting evidence.	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>
	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. 148</i>	Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text.	<i>read favorite parts of the literature selection aloud, and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i>
Structural Features of Informational Materials			Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.	<i>talk about main character’s feelings; talk about a time when you had similar feelings; briefly retell the story including where and when it took place, p. 193</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.	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>

Writing Strategies and Applications

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Penmanship	Copy the English alphabet legibly.	<i>students are asked to write/copy words throughout Level VII</i>	Write the English alphabet legibly.	<i>students are asked to write/copy words throughout Level VII</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. 148</i> <i>copy/write the words next to the pictures in Picture Dictionary, p. 147</i>	Label key parts of common objects.	<i>label pictures from previous lessons, p. 178</i> <i>write the target vocabulary in the Picture Dictionary, p. 178</i>
Organization & Focus	Write a few words or phrases about an event or character from a story read by the teacher.	<i>write descriptive statements about the animals on pictures from previous lessons, p. 183</i> <i>choose one animal and write about it, p. 185</i>	Create simple sentences or phrases with some assistance.	<i>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i> <i>choose one of the magazine pictures and write about it, p. 162</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>brainstorm words that go together with the target vocabulary using a word cluster; write a group paragraph about one of the clusters, p. 196</i>	Use models to write short narratives.	<i>choose one of the words from the board or from the target vocabulary and write a paragraph about it, p. 197</i> <i>Resource Sheet #65—Book Report</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>work with a partner or small group to count the contents of a jar; lay the contents out on a straight line; measure the length of the line; share findings with other students including comparisons; draw a picture of the findings; and write about it, p. 169</i>

NOTE: Guidelines for Writing—Carousel of IDEAS Level VII: *By the end of Level VII, students will be writing paragraphs that include a topic sentence and supportive details.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Organization & Focus	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>draw a picture of an animal from the literature selection or an imaginary animal, and write a caption for the picture, p. 179</i>	Write short narrative stories that include elements of setting and character.	<i>complete Resource Sheet #51, #65—Book Report</i> <i>Carousel Connections: Clothing & Accessories—make a book and write a sentence or a paragraph on each page, p. 15</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 descriptive statements about the animals on each of your pictures from previous lessons, p. 183</i> <i>choose one animal from the lesson and write about it, p. 185</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	<i>complete Resource Sheet #51, #65—Book Report</i> <i>add a sentence about the animals’ coverings to each picture from previous lessons, p. 184</i>
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	<i>complete Resource Sheet #51, #65—Book Report</i> <i>choose one of the words from the board and write a paragraph about it, p. 197</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>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i> <i>choose one of the words from the target vocabulary list and write a paragraph about it, p. 197</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>choose an activity you did yesterday; draw a picture of it; and write a caption for it, p. 158</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>choose a magazine picture related to the lesson and write about it, p. 162</i> <i>Carousel Connections: Pets—Resource Sheet #4</i> <i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Organization & Focus	Write short narrative stories that include the elements of setting and character.	<i>Resource Sheet #51, #65—Book Report</i> <i>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i>	Narrate a sequence of events with some detail.	<i>predict what the literature selection will be about, p. 148</i> <i>listen to the literature selection and tell if the story is real or is make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>Resource Sheet #51, #65—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>choose a magazine picture related to the lesson and write about it, p. 162</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 descriptive statements about the animals from each of your pictures from previous lesson, p. 183</i> <i>Resource Sheet #51, #65</i>	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<i>Resource Sheet #51, #65</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, #65</i> <i>choose one animal and write about it, p. 185</i>
Organization & Focus	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>choose one animal and write about it, p. 185</i>	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	<i>write questions and answers as captions for a picture, p. 196</i> <i>choose one of the words from the board and write a paragraph about it, p. 197</i>
	Write a friendly letter of a few lines.		Independently write a letter using detailed sentences.	

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Organization & Focus	Write short narrative stories that include the elements of setting, character and events.	<i>Resource Sheet #51, #65—Book Report</i> <i>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i>	Write a detailed summary of a story.	<i>Resource Sheet #51, #65—Book Report</i>
	Use the writing process to write short paragraphs that maintain a consistent focus.	<i>Resource Sheet #51, #65—Book Report</i> <i>choose a magazine picture related to the lesson and write about it, p. 162</i>	Arrange compositions according to simple organizational patterns.	<i>Resource Sheet #51, #65—Book Report</i> <i>Carousel Connections: Clothing & Accessories—make a family-picture book and write a paragraph on each page of the book, p. 15</i>
			Independently write simple responses to literature.	<i>Resource Sheet #51, #65—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> <i>choose a magazine picture related to the lesson and write about it, p. 162</i>	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>work with partners or small groups to count the contents of a jar; lay the contents out in a straight line and measure the length of the line; draw a picture and write about the findings, p. 169</i>
	Write a formal letter.		Independently write a persuasive letter with relevant evidence.	see Note, p. 332 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>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i> <i>choose a magazine picture related to the lesson and write about it, p. 162</i> <i>choose one animal from the lesson and write about it, p. 185</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, #65—Book Report</i>

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i> <i>choose a magazine picture related to the lesson and write about it, p. 162</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 one animal from the lesson and write about it, p. 185</i> <i>choose one word from the target vocabulary and write a paragraph about it, p. 197</i>
			Write a persuasive composition using standard grammatical forms.	see Note, p. 332 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #51, #65—Book Report</i>	Write narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #51, #65—Book Report</i> <i>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i>
Organization & Focus, Evaluation and Revision	Produce independent writing using correct grammatical forms.	<i>write sentences from the chart using the past tense, p. 195</i>	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	<i>Resource Sheet #51, #65—Book Report</i>
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<i>Resource Sheet #51, #65—Book Report</i> <i>choose a magazine picture related to the lesson and write about it, p. 162</i>	Independently use all of the steps of the writing process.	<i>Resource Sheet #51, #65—Book Report</i>

Writing Conventions

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

NOTE: Guidelines for Writing—Carousel of IDEAS Level VII: *By the end of Level VII, students will be writing paragraphs that include a topic sentence and supportive details.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Capitalization	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level VII using capital letters and punctuation</i>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level VII 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 VII 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 VII using capital letters and punctuation</i>
Punctuation, Capitalization, Spelling	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	<i>choose one of the words from the board and write a paragraph about it; read the paragraph aloud and make any necessary changes, p. 197</i>	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<i>choose one word from the target vocabulary list and write a paragraph about it; read each other's paragraphs and correct spelling, capitalization, word choice, and any other problems, p. 197</i>

Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Capitalization, Punctuation, Spelling	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<p><i>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i></p> <p><i>choose a magazine picture related to the lesson and write about it, p. 162</i></p> <p><i>Resource Sheet #51, #65—Book Report</i></p>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<p><i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i></p> <p><i>Resource Sheet #51, #65—Book Report</i></p> <p><i>choose one animal from the lesson and write about it, p. 185</i></p>
Sentence Structure, Grammar, Spelling	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<p><i>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></p> <p><i>Resource Sheet #51, #65—Book Report</i></p>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<p><i>choose one word from the target vocabulary and write a paragraph about it, p. 197</i></p> <p><i>Carousel Connections: Clothing & Accessories—Resource Sheet #4</i></p> <p><i>Carousel Connections: Pets—Resource Sheet #4</i></p> <p><i>Resource Sheet #51, #65—Book Report</i></p>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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, #65—Book Report</i></p>	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	<p><i>choose one animal from the lesson and write about it, p. 185</i></p> <p><i>Resource Sheet #51, #65—Book Report</i></p>
Sentence Structure, Grammar, Spelling	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	<p><i>complete Resource Sheet #59 and write a short story about one of the checks, p. 150</i></p> <p><i>choose a magazine picture related to the lesson and write about it, p. 162</i></p>	Use standard word order but may have some consistent grammatical forms, including inflections.	<p><i>choose one animal from the lesson and write about it, p. 185</i></p> <p><i>choose one word from the target vocabulary and write a paragraph about it, p. 197</i></p>
Punctuation, Capitalization, Spelling	Edit writing for some conventions (e.g., capital letters and periods).	<i>choose one of the words from the board and write a paragraph about it; read the paragraph aloud and make any necessary changes, p. 197</i>	Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	<i>choose one word from the target vocabulary list and write a paragraph about it; read each other's paragraphs and correct spelling, capitalization, word choice, and any other problems, p. 197</i>
	<p><u>ELA Spelling Standards</u></p> <p><u>Grade 1</u></p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly.</p> <p><u>Grade 2</u></p> <p>1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).</p>	<p><i>Resource Sheet #51, #63, #65</i></p> <p><i>choose a magazine picture related to the lesson and write about it, p. 162</i></p> <p><i>Resource Sheet #51, #63, , #64, #65, #66</i> (e.g., <i>was, when, what, have</i>)</p>	<p><u>ELA Spelling Standards</u></p> <p><u>Grade 3</u></p> <p>1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic 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><i>Resource Sheet #51, #63, , #64, #65, #66</i> (e.g., <i>baby/babies, air, hair, seal, dolphin, author, beautiful, two, dry</i>)</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 VII	GRADES 3-5	Carousel of IDEAS: Level VII
Sentence Structure, Grammar	Use complete sentences and correct word order.	<i>choose an activity you did yesterday, draw a picture of it, and write a caption for it, p. 158</i> <i>choose one of the magazine pictures and write about it, p. 162</i>	Use complete sentences and correct word order.	<i>draw a picture of an animal in the literature selection, and write a caption for the picture, p. 179</i> <i>choose one animal and write about it, p. 185</i>
Grammar	Use correct parts of speech, including correct subject/verb agreement.	<i>write descriptive statements about the animals on each of the pictures you drew from previous lessons, p. 183</i> <i>Resource Sheet #51, #65—Book Report</i>	Use correct parts of speech, including correct subject/verb agreement.	<i>write sentences from the chart using past tense, p. 195</i> <i>choose one of the words from the board and write a paragraph about it, p. 197</i>
Capitalization, Punctuation, Spelling	Edit writing for punctuation, capitalization, and spelling.	<i>choose one of the words from the board and write a paragraph about it; read the paragraph aloud and make any necessary changes, p. 197</i>	Edit writing for punctuation, capitalization, and spelling.	<i>choose one word from the target vocabulary list and write a paragraph about it; read each other's paragraphs and correct spelling, capitalization, word choice, and any other problems, p. 197</i>
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> <i>choose two animals and draw pictures of them; write a comparison telling how the animals are alike and how they are different, p. 181</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> <i>choose one word from the target vocabulary and write a paragraph about it, p. 197</i>

Reading

Literary Response and Analysis

Beginning				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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>look through the pictures in the literature selection and predict what the story will be about, p. 179</i> <i>tell something interesting you learned from the lessons on marine animals, p. 186</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>talk about the pictures in the literature selection, p. 193</i> <i>talk about the main character’s feelings in the story; tell about a time when you had similar feelings, p. 193</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>listen to the literature selection and tell if the story is real or is make believe; name the animals/fish in the story; listen to parts of the story and fill in the rhyming words, p. 179</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 and tell if the story is real or is make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i>
Structural Features of Literature			Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	

NOTE: Guidelines for Reading—Carousel of IDEAS Level VII: *Students reading at Level VII reflects their speech fluency. They are now reading longer sections, including paragraphs in literature selections and paragraphs they have written themselves.*

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Reading Comprehension</i>	Orally respond to stories by answering factual comprehension questions, using simple sentences.	<i>listen to the literature selection and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</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. 148</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 the literature selection; tell how the author knew the facts he put in the story, p. 168</i>
Narrative Analysis of Grade-Level Appropriate Text <i>Also are addressed in Word Analysis</i>	Recite simple poems.	Carousel Connections: Clothing & Accessories— <i>recite the poem (audiotape track 3), p. 19</i> Carousel Connections: Pets— <i>recite the poem (audiotape track 3), p. 17</i>	Recite simple poems.	Carousel Connections: Clothing & Accessories— <i>recite the poem (audiotape track 3), p. 19</i> Carousel Connections: Pets— <i>recite the poem (audiotape track 3), p. 17</i>
Narrative Analysis of Grade-Level Appropriate Text	Orally identify setting and characters using simple sentences and vocabulary.	<i>listen to the literature selection and tell if the story is real or is make believe; name the animals/fish in the story; tell your favorite parts of the story; listen to the story again and fill in the rhyming words, p. 179</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>listen to the literature selection and retell the story including where and when it took place, p. 193</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.	
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 character in the story and describe how this character feels; tell if the story is real or make believe; retell the story including where and when it took place, p. 193</i>

Intermediate

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
<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, #65—Book Report</i></p> <p><i>listen to the literature selection and tell whether or not you liked it; give reasons why or why not, p. 193</i></p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p>	<p><i>Resource Sheet #51, #65—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><i>listen to the literature selection again and fill in the rhyming words, p. 179</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. 179</i></p> <p><i>where the text in the story is predictable, chime in; read the story and fill in the rhyming words, p. 179</i></p>

Early Advanced

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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>read the literature selection (McElligot’s Pool includes figurative language) and talk about the story, p. 179</i>
			Distinguish between literary connotations and symbols from culture to culture.	
			Read and orally identify metaphors and similes in a selection.	
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism	Read and orally identify literary elements of plot, setting, and characters.	<i>talk about the main character in the story, and describe how the character feels; tell if the story is real or make believe; briefly retell the story including where and when it took place, p. 193</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.		Recognize and describe themes stated directly in a text.	<i>listen to the literature selection and tell if the story is real or make believe; name the characters in the story and tell what you learned about money from the book, p. 148</i>
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	<i>talk about the literature selection and tell how the author knew the facts he put in the story, p. 168</i>
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	<i>talk about the main character in the story and describe how he/she feels; tell if the story is real or make believe, and briefly retell the story including where and when it took place, p. 193</i>
Narrative Analysis of Grade-Level Appropriate Text			Recognize the difference between first and third person in a literary text.	

Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VII	GRADES 3-5	Carousel of IDEAS: Level VII
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 and briefly retell the story including where and when it took place, p. 193</i> <i>Resource Sheet #51, #65—Book Report</i>		
Structural Features of Literature	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	<i>read the literature selection and fill in the rhyming words, p. 179</i> Carousel Connection: Clothing & Accessories—create poetry, p. 15	Describe the major characteristics of poetry, drama, fiction and non-fiction.	<i>talk about the main character in the story and describe how he/she feels; tell if the story is real or make believe, and briefly retell the story including where and when it took place, p. 193</i>
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. 297 and 324 of this correlation
			Recognize and describe themes stated directly or implied in literary texts.	<i>talk about the literature selection and tell how the author knew the facts he put in the story, p. 168</i> <i>listen to the literature selection and tell if the story is real or is make believe; name the animals/fish in the story; tell favorite parts of the story, p/ 179</i>
			Compare and contrast the motives of characters in a work of fiction.	see Note, pgs. 297 and 324 of this correlation