

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

**Listening and Speaking  
Strategies and Applications**

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension</b>	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	<i>play Yes or No? and What’s in the Square? using the Activity Pictures, p. 202</i>  <i>practice using target vocabulary by listening to riddles and responding with the correct word, p. 204</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 your favorite kind of music, p. 208</i>  <i>look through the pictures in the literature selection and predict what the story will be about, p. 207</i>
	Answer simple questions with one- or two-word responses.	<i>name countries in each hemisphere, p. 221</i>  <i>name symbols associated with Christmas and Hanukkah, p. 227</i>	Answer simple questions with one- or two-word responses.	<i>name famous people and decide if they are heroes or celebrities, p. 215</i>  <i>share information from reading books about Easter, p. 219</i>
	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<i>match IDEA pictures to the corresponding person in Theme Pictures/Posters #30 and #31, p. 201</i>  <i>draw a picture of a librarian at work, p. 202</i>	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	<i>choose an occupation and make up a story about it, p. 211</i>  <i>listen to a lesson on Abraham Lincoln, George Washington, and Martin Luther King, Jr., and draw a picture of each, p. 216</i>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Independently use common social greetings and simple repetitive phrases (e.g., “Thank You,” “You’re welcome.”).	<i>participate in a story game, p. 228</i>  <i>play Take a Step, Animal, Take a Step, p. 256</i>	Independently use common social greetings and repetitive phrases (e.g., “May I go and play?”).	<i>play Toss the Cube, p. 240</i>  <i>play What Would You Do?, p. 242</i>  <i>work as a group to create a life-sized mural , p. 246-259</i>

**NOTE: Guidelines for Listening and Speaking—Carousel Level VIII:** Students at Level VIII are communicating with near-native fluency in casual, unrehearsed situations, using present, future, past, and conditional tenses. They are able to make announcements and deliver oral reports.

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<b>Comprehension</b>	Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	<i>talk about pictures in the literature selection, p. 207</i>  <i>choose an occupation and make up a story about it, p. 211</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>learn the song “Here comes Peter Cottontail,” p. 219</i>  <i>name the four seasons and tell something about the weather in each season, p. 221</i>
	Ask and answer questions using phrases or simple sentences.	<i>identify symbols associated with the Fourth of July and explain their significance, p. 223</i>  <i>tell who celebrates Las Posadas and describe what they do at the celebrations; identify symbols associated with this holiday, p. 229</i>	Ask and answer questions using phrases or simple sentences.	<i>look at pictures of an insect, a bird, and a mammal and talk about each group, p. 256</i>  <i>predict what the literature selection will be about, p. 251</i>
			Restate and execute multistep oral directions.	<i>make a presentation about a particular holiday including the name of the holiday, the purpose, when it is celebrated, and some of the customs associated with it, p. 232</i>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	<i>practice identifying target vocabulary by pantomiming several occupations using the IDEA pictures, p. 203</i>  <i>choose an occupation and make up a story about it, p. 211</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 identify the setting of the story in time and place, the main characters, and the story’s problem, p. 207</i>  <i>listen to the literature selection and name the seasons of the story; tell something about the way the seasons were included, p. 220</i>
	Orally communicate basic needs (e.g., “May I get a drink?”).		Orally communicate basic needs (e.g., “May I get a drink of water?”).	
	Recite familiar rhymes, songs, and simple stories.	Carousel Connections: Clothing & Accessories— <i>sing along with songs (audiotape track 4), p. 14</i>	Recite familiar rhymes, songs, and simple stories.	Carousel Connections: Pets— <i>sing along with songs ( audiotape track 4), p. 13</i>

**Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension</b>	Ask and answer instructional questions using simple sentences.	<i>respond to riddles using the a target vocabulary, p. 204</i>  <i>interview parents to find out their occupations; choose one person's occupation and give a report to the class, p. 202</i>	Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?")	<i>respond to questions about how animals move (e.g., "The eagle flies."), p. 254</i>  <i>predict what the literature selection will be about, p. 251</i>
	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>practice identifying the target vocabulary using the Activity Pictures and playing Yes or No? and What's in the Square?, p. 202</i>  <i>tell which occupations are most interesting; find out the training necessary for occupations, p. 208</i>	Listen attentively to stories/ information and identify key details and concepts using both verbal and non-verbal responses.	<i>listen to a lesson on occupations and draw a librarian at work, p. 202</i>  <i>use the clock with moveable hands to show various times (e.g., "Who can show me 5 o'clock? Now show me five-fifteen."), p. 234</i>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	<i>give an oral report in front of the class for "Career Day," p. 213</i>  <i>look at the pictures in the literature selection and predict what the story will be about, p. 207</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>describe a special holiday celebrated at home, p. 214</i>  <i>make a presentation about a particular holiday including the name, the purpose, when it's celebrated, and some of the customs associated with it, p. 232</i>
	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>interview parents to find out their occupations; choose one person's occupation and give a report to the class, p. 202</i>	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	<i>take Activity Pictures home and have parent label the pictures with the names of the animals in their native language; work with parents to find some of the insects to bring to school, p. 246</i>
	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>read books about Easter and share the information with the class, p. 219</i>  <i>talk about whether or not you liked the literature selection, and give an opinion on the story, p. 220</i>	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	<i>listen to the literature selection; then name the animal that comes to with the main character; explain what each character did to help; retell this story to your parents, p. 249</i>

**Early Advanced**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<b>Comprehension</b>	Listen attentively to stories/ information, and orally identify key details and concepts.	<i>listen to the literature selection; then identify the setting of the story in time and place, the main characters, and the story's problem, p. 207</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>
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Retell stories in greater detail including characters, setting, and plot	<i>listen to the literature selection; then name the seasons from the story; tell something about the way the seasons were included in the story; identify the main character and the story's problem; retell the story using a huge seed as the main character, p. 220</i>	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	<i>listen to the literature selection; then name the animal that comes to with the main character; explain what each character did to help; retell this story to your parents, p. 251</i>
	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>share experiences with the moon and with watching the sun rise and set, p. 238</i>  <i>put facts together to make original sentences (emphasize who, what, when, where, and how), p. 240</i>	Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	<i>tell whether or not you liked the literature selection, and if so, why—if not, why no, p. 238</i>  <i>choose a slip of paper from a box and read it to make an announcement, p. 239</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>work as a group to create a mural with life-sized cutouts of animals, p. 246-259</i>  <i>interview parents to find out their occupations; choose one person's occupation and give a report to the class, p. 202</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>take Activity Pictures home and have parent label the pictures with the names of the animals in their native language; work with parents to find some of the insects to bring to school, p. 246</i>
	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	<i>participate in “Career Day” by wearing an appropriate “occupation costume,” bringing in an example of a “tool” used, and giving a brief oral report, p. 213</i>	Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	<i>name your favorite television program and tell what time it begins, p. 239</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; then identify the setting of the story in time and place, the main characters, and the story's problem, p. 207</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; then name the animal that comes to with the main character; explain what each character did to help; retell this story to your parents, p. 251</i>
			Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It's raining cats and dogs.”).	

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension</b>	Listen attentively to stories/ information on new topics and identify both orally and in writing key details and concepts.	<i>choose an occupation and make up a story about it (first orally, then later in writing), p. 211</i>  <i>Resource Sheet #65, #69—Book Report</i>	Listen attentively to stories and subject area topics, and identify the main points and supporting details.	<i>Resource Sheet #70 (e.g., list steps necessary to prepare for various holidays)</i>  <i>Resource Sheet #65, #69—Book Report</i>
	Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).		Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside.”).	
<b>Comprehension, Organization &amp; Delivery of Oral Communication</b>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>interview parents and neighbors to find out their occupations; choose one person’s occupation and give a report to the class, p. 202</i>  <i>tell things the Pilgrims were thankful for, and tell things you are thankful for, p. 225</i>	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	<i>practice making announcements by naming an event that is coming up and some facts about it—be sure to name the date, time, and place, p. 239</i>  <i>choose a slip of paper from a box and read it to make an announcement, p. 239</i>
	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>choose an occupation and make up a story about it, p. 211</i>  <i>listen to the literature selection; then identify the setting of the story in time and place, the main characters, the story’s problem, p. 207</i>	Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	<i>complete Resource Sheet #65, #69—Book Report</i>  <i>choose an occupation and write a story about it, p. 212</i>
	Narrate and paraphrase events in greater detail, using more extended vocabulary.	<i>learn the Hanukkah song and play the Dreidel game, p. 227</i>  <i>give a presentation about Abraham Lincoln, George Washington, or Martin Luther King, Jr. to share interesting information with the class, p. 215</i>	Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	<i>read about Chinese New Year and share the information with the class, p. 231</i>  <i>complete Resource Sheet #65, #69—Book Report</i>
	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	<i>research the different ways in which Christmas is celebrated around the world; draw a picture to illustrate the customs; and share the information with the class, p. 228</i>	Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	<i>look at the pictures in the literature selection, and predict what the story will be about, p. 238</i>  <i>respond to questions about how animals move (e.g., “The eagle flies.”), p. 254</i>

# Reading

## Word Analysis

---

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</b>	Recognize English phonemes that correspond to phonemes students already hear and produce.	<i>look at the IDEA word cards and read the ones you know, p. 206</i>  <i>practice reading the target vocabulary by playing Detective!, p. 206</i>	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	<i>read sentences from the sentence strips and supply the missing word; read the corresponding sentence in the book to see if the word chosen was correct, p. 207</i>
<b>Phonemic Awareness, Decoding and Word Recognition</b>			Recognize sound/symbol relationships in own writing.	<i>check your spelling by referring to you Picture Dictionary, p. 210</i>  <i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74 , #75</i>

***NOTE: Guidelines for Reading—Carousel of IDEAS Level VIII:*** *Students at Level VIII are reading literature selections to themselves during free reading time. They also are reading reports and stories that they and other students have written.*

**Early Intermediate**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<p><b>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</b></p>	<p>Produce English Phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p><u>ELA Standards</u> <u>Kindergarten P/A.</u></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><u>GR. 1 P.A.</u></p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., “a” in “cat” and final consonants).</p>	<p><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 the sound /cian/ makes at the end of words; think of another way to spell the /shun/ sound (e.g., /tion/—as in direction), p. 206</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 &amp; Accessories—listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—identify final sounds in words found in the story, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—look for words that begin with the letter /p/, p. 14</i></p> <p><i>read the target vocabulary using the IDEA cards; find words you know, then look for the corresponding picture, p. 249</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</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 slips of paper with the names of occupations/information written on them, while the class answers questions (e.g., “Which occupation seems to be the most popular?”), p. 209</i></p>

**Early Intermediate (continued)**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
	<p><u>ELA Standards</u> <u>Kindergarten P/A.</u></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><u>GR. 1 P.A.</u></p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p>	<p><i>read a fact sheet on Abraham Lincoln, George Washington, or Martin Luther King, Jr., p. 215</i></p> <p><i>read books about the Pilgrims and share information with the class, p. 225</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 &amp; Accessories—listen to an audiotape which contains poetry and create poetry using rhyming words, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—identify final sounds in words found in the story, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—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 “Holidays Book” to classmates, p. 231</i></p> <p><i>read “Animal Book” to classmates, p. 254</i></p>
<p><b>Decoding and Word Recognition, Vocabulary and Concept Development</b></p>			<p>Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</p>	<p><i>listen to a lesson on the sound /cian/ makes at the end of words; think of another way to spell the /shun/ sound (e.g., /tion/—as in direction), p. 206</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>

**Intermediate**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Pronounce most English phonemes correctly while reading aloud.</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p><u>Grade 1 P.A.</u></p> <p>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).</p>	<p><i>read sentences from the sentence strips and supply the missing word, p. 207</i></p> <p><i>look at the IDEA word cards and read the ones you know, p. 206</i></p> <p><i>read your paragraph aloud and make any necessary changes, p. 209</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—create rhyming words by finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—create poems using rhyming words, p. 15</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—create rhyming words by changing sounds to change words (e.g., “Hello, my name is Pat. On my head I wear a ____.”), p. 19</i></p> <p><i>read sentences from the sentence strips and supply the missing word; read the corresponding sentence in the book to see if the word was correct, p. 207</i></p> <p><i>listen to a lesson on the sound /cian/ makes at the end of words; think of another way to spell the /shun/ sound (e.g., /tion/—as in direction), p. 206</i></p>	<p>Pronounce most English phonemes correctly while reading aloud.</p>	<p><i>read the “situations” in the game What Would You Do?, p. 242</i></p> <p><i>share your revised stories with classmates, p. 243</i></p>

**Intermediate (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Grade 2 D/WR</u> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p><i>listen to a lesson on the sound /cian/ makes at the end of words; think of another way to spell the /shun/ sound (e.g., /tion/—as in direction), p. 206</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>Resource Sheet #73 (e.g., t.v.)</i></p> <p><i>Resource Sheet #71, #72 (e.g., 3:00—three o'clock)</i></p>	<p>Use common English morphemes in oral and silent reading.</p>	<p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>Carousel Connections: Pets—read the story orally with small groups or a partner, p. 12</i></p>
<p><b>Concepts about Print (CaP)</b></p>	<p>Recognize and name all upper and lower case letters of the alphabet.</p> <p><u>ELA Standards</u> <u>Kindergarten CaP</u> 1.1 Identify the front cover, back over, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p>	<p><i>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 books about Pilgrims, and share information with the class, p. 225</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>research ways in which Christmas is celebrated around the world; draw a picture to illustrate various customs; and share information with the class, p. 228</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p>		

**Intermediate (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<p><b>Concepts about Print (CaP)</b></p>	<p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p><u>Grade 1 CaP</u></p> <p>1.1 Match oral words to printed words.</p> <p>1.3 Identify letters, words, and sentences.</p>	<p><i>read your paragraph aloud and make any necessary changes (e.g., capitalization, punctuation, and spelling), p. 209</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>refer to your Picture Dictionary to check spelling, p. 210</i></p> <p><i>match IDEA picture cards and word cards, p. 206</i></p> <p><i>match IDEA picture cards and word cards, p. 20</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>read sentences from the sentence strips and supply the missing word; read the corresponding sentence in the book to see if the word chosen was correct, p. 207</i></p> <p><i>Carousel Connections: Pets—practice letter recognition by writing the first letter of the pet (e.g., d for dog) on the front of a puppet, p. 14</i></p>		

**Early Advanced**

ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u></p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p>	<p><i>make an acrostic about an animal for a report, p. 259</i></p> <p><i>place the word cards under the correct category heading, p. 249</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p>Carousel Connections: Pets—<i>look through the literature selection for words that begin with the letter /p/, p. 14</i></p> <p><i>practice reading the target vocabulary by playing Detective!, p. 206</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>identify final sounds in words found in the story, p. 15</i></p> <p><i>listen to a literature selection related to the topic, p. 207</i></p> <p>Carousel Connections: Clothing &amp; 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 &amp; Accessories—<i>create rhyming words by finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p>

**Early Advanced (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR) (cont.)</b></p>	<p><u>ELA Standards (cont.)</u>  <u>Kindergarten P.A. Grade 2 D/WR (cont.)</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>; vowel-consonant/consonant-vowel = <i>sup/per</i>).</p> <p>1.3 Decode two-syllable nonsense words and regular multi-syllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i>, <i>wife/wives</i>).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p><i>Carousel Connections: Clothing &amp; 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 #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>practice reading the target vocabulary words by playing Detective!, p. 206</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>look at the IDEA word cards and read the ones you know, p. 206</i></p> <p><i>match the IDEA picture cards and word cards, p. 206</i></p> <p><i>Resource Sheet #75 (e.g., regular/irregular plurals—flies, feathers, have)</i></p> <p><i>read sentences from the sentence strips and supply the missing word, p. 207</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—read story aloud in pairs or small groups, p. 12</i></p>		

**Early Advanced (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>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><i>Carousel Connections: Clothing &amp; Accessories—create rhyming words by finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15</i></p> <p><i>students at this level should be able to match the consonant and short vowel sounds to appropriate letters; this will be reviewed throughout the level</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i> <i>read books about the Pilgrims and share information, p. 225</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—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 VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<p><b>Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)</b></p>	<p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p><i>prepare a short speech about the United States, p. 223</i></p> <p><i>Carousel Connections: Pets—create poetry, p. 12</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>read a fact sheet on Abraham Lincoln, George Washington, or Martin Luther King, Jr., p. 215</i></p> <p><i>Carousel Connections: Clothing &amp; 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 #67 (e.g., dressmaker, hairdresser, newsboy/newsgirl)</i></p> <p><i>Resource Sheet #68 (e.g., understand, checklist)</i></p> <p><i>Resource Sheet #70 (e.g., let’s, it’s, I’m, we’re)</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—find words in the story that end in /ing /, p. 15</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>read paragraph aloud and make any changes necessary (e.g., capitalization, punctuation, and spelling), p. 209</i></p>		

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Decoding and Word Recognition (D/WR)</b>	<p>Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></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 paragraph aloud and make any changes necessary (e.g., capitalization, punctuation, and spelling), p. 209</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 #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>create rhyming words by finding words that end with /ing/ and other final sounds, such as /all/ and /est/, p. 15; create own rhyming words, p. 15</i></p> <p><i>read the “situations” from the game What Would You Do?, p. 242</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>Resource Sheet #3</i></p> <p><i>read sentences from the sentence strips and supply the missing word, p. 207</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 &amp; 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 VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<b>Decoding and Word Recognition (D/WR)</b>	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>Carousel Connections: Clothing &amp; 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><i>Resource Sheet #67 (e.g., dressmaker, hairdresser, newsboy/newsgirl)</i></p> <p><i>Resource Sheet #68 (e.g., understand, checklist)</i></p> <p><i>Resource Sheet #70 (e.g., let’s, it’s, I’m, we’re)</i></p>		
	1.3 Decode two-syllable nonsense words and regular multi-syllable words.	<p>Carousel Connections: Clothing &amp; Accessories—<i>read story aloud in pairs or small groups, p. 14</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p>		
	1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ).	<p><i>Resource Sheet #73 (e.g., t.v.)</i></p> <p><i>Resource Sheet #71, #72 (e.g., 3:00—three o’clock)</i></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><i>Resource Sheet #75 (e.g., regular/irregular plurals—flies, feathers, have)</i></p>		

# Reading

## Fluency and Systematic Vocabulary Development

---

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Vocabulary &amp; Concept Development (V/CD)</b>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p> <p><u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p>	<p><i>read sentences from the sentence strips and supply the missing word, p. 207</i></p> <p><i>Resource Sheet #74—write names of animals of category headings Land, Water, or Air</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p>	<p><i>play Detective!, p. 206</i></p> <p><i>choose a slip of paper from a box and read it to make an announcement, p. 239</i></p>
	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>interview parents to find out their occupations; choose one person's occupation and give a report to the class, p. 202</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p>	<p><i>participate in "Career Day," p. 213</i></p> <p><i>work as a group to create a mural with life-sized cutouts of animals, p. 246-259</i></p>

**NOTE: Guidelines for Reading—Carousel of IDEAS Level VIII:** *Students at Level VIII are reading literature selections to themselves during free reading time. They also are reading reports and stories that they and other students have written.*

<b>Beginning (continued)</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Vocabulary &amp; Concept Development</b> <i>Also are addressed in Listening &amp; Speaking</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>match IDEA pictures to the corresponding person in Theme Pictures/Posters #30 and #31, p. 201</i>  <i>practice identifying target vocabulary by pantomiming several occupations using the IDEA pictures, p. 203</i>	Demonstrate comprehension of simple vocabulary with an appropriate action.	<i>look at Theme Pictures/Posters #32, #33, #34, and #35 and identify the seasons, p. 221</i>  <i>identify the holiday in Theme Picture/Poster #33, p. 223</i>
	Retell simple stories using drawings, words, or phrases.	<i>listen to a lesson on Abraham Lincoln, George Washington, and Martin Luther King, Jr. and draw a picture of each, p. 216</i>  <i>listen to a lesson on the Fourth of July and identify the symbols associated with this holiday, p. 223</i>	Retell simple stories using drawings, words, or phrases.	<i>look at the pictures in the literature selection and predict what the story will be about, p. 219</i>  <i>listen to the literature selection; then name the seasons from the story; talk about the main characters and the story's problem; and retell the story using a huge seed as the main character, p. 220</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>practice making an announcement by naming an event that is coming up and some facts about it; make sure to include the date, time, and place, p. 239</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 experiences with watching the moon and the sun rise and set, p. 238</i>

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<b>Vocabulary &amp; Concept Development (V/CD)</b>	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. 207</i>  <i>tell whether or not you liked the literature selection and why, p. 207</i>	Apply knowledge of content-related vocabulary to discussions and reading.	<i>choose an occupation and make up a story about it, p. 211</i>  <i>name the countries in each hemisphere, p. 221</i>
	Read simple vocabulary, phrases, and sentences independently.	<i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i>  <i>read the IDEA word cards, p. 206</i>	Read simple vocabulary, phrases, and sentences independently.	<i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i>  <i>choose an occupation and begin doing research on it by reading books and interviewing knowledgeable people; present information to the class, p. 209</i>
	Read aloud an increasing number of English words.	<i>Carousel Connections: Clothing &amp; Accessories—read the story aloud in pairs or in small groups, p. 14</i>  <i>read sentences from the sentence strips and supply the missing word, p. 207</i>	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	<i>read books about the Pilgrims and share information with the class, p. 225</i>  <i>read more about Chinese New Year and share information with the class, p. 231</i>
<b>Vocabulary &amp; Concept Development</b>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	<i>make a presentation about a particular holiday including the name, the purpose, when it is celebrated, and some of the customs associated with it, p. 232</i>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	<i>prepare a short speech about the United States, p. 223</i>  <i>read “Holiday Book” to your classmates, p. 231</i>
			Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.	<i>read “Animal Book” to classmates, p. 254</i>  <i>write a report about the animals covered in Lessons One – Ten; read report to the class, p. 257</i>

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

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Vocabulary &amp; Concept Development</b>			Create a simple dictionary of frequently used words.	<i>at every level of the program, students are instructed to keep a picture dictionary where they paste pictures of vocabulary words and write the word next to it</i>
			Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	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>read your paragraph aloud and correct it for clarity and other things (e.g., capitalization, punctuation, and spelling)—use Resource Sheet #68 (the Editing Checklist), p. 210</i>	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	<i>read your “Holidays Book” to classmates, p. 231</i>  <i>edit a story using Resource Sheet #68 (the Editing Checklist); share the revised stories with classmates, p. 243</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>organize animals into categories—land, water, or air; make a chart with the information, p. 250</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>prepare a short speech about the United States, p. 223</i>  <i>read “Holiday Book” to your classmates, p. 231</i>  <i>read “Animal Book” to your classmates, p. 254</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 VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<p><b>Vocabulary &amp; Concept Development (V/CD)</b></p> <p><i>Also are addressed in Listening &amp; Speaking</i></p>	<p>Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p><u>ELA Standards</u> <u>Kindergarten V/CD</u></p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>Carousel Connections: Clothing &amp; Accessories—<i>class is divided into groups where each group is given a situation (e.g., going to the store, going to the beach, or riding a bus) and must come up with safety tips; discuss how the tips are similar and how they are different depending on the situation, p. 15</i></p> <p><i>describe a special holiday celebrated at home, p. 214</i></p>	<p>Use content-related vocabulary in discussions and reading.</p>	<p>Carousel Connections: Clothing &amp; Accessories—<i>participate in a science experiment by predicting, conducting a test, and discussing findings, p. 16</i></p> <p><i>discuss the significance of the lives of George Washington, Abraham Lincoln, or Martin Luther King, Jr.; decide if each is a hero or a celebrity, p. 216</i></p> <p><i>tell what you know about insects, p. 255</i></p>
<p><b>Vocabulary &amp; Concept Development, Decoding &amp; Word Recognition</b></p>	<p>Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).</p>	<p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p>Carousel Connections: Clothing &amp; 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>Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p>	<p>Carousel Connections: Clothing &amp; Accessories—<i>Resource Sheet #4</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p>

Early Advanced				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
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 the sound /cian/ makes at the end of words; think of another way to spell the /shun/ sound (e.g., /tion/—as in direction), p. 206</i>
	Recognize simple antonyms and synonyms in stories or games (e.g., good, bad; blend, mix).	<i>Resource Sheet #75—Let's Compare (e.g., alike and different)</i>	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present (gift), present (time)).	<i>by Level VIII, students are reading the literature selections in their free time, as well as doing research on a variety of topics; therefore, they will be reading and understanding words with multiple meanings</i>
	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 #67, #68, #69, #70, #71, #72, #73, #74, #75</i>  <i>Carousel Connections: Clothing &amp; 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>	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>  <i>listen to a lesson on the sound /cian/ makes at the end of words; think of another way to spell the /shun/ sound (e.g., /tion/—as in direction), p. 206</i>
			Use standard dictionary to find the meanings of known vocabulary.	<i>refer to your Picture Dictionary to check spelling, p. 210</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>look at the IDEA word cards and read the one you know, p. 206</i>	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	<i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</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>

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Vocabulary &amp; Concept Development (V/CD)</b>	Explain common antonyms and synonyms  <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.7 Understand and explain common antonyms and synonyms.	<i>Resource Sheet #75—Let’s Compare (e.g., alike and different)</i>  <i>name famous people and decide if they are heroes or celebrities, p. 215</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 #67, #68, #69, #70, #71, #72, #73, #74, #75</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.	<i>by Level VIII, students are reading the literature selections in their free time, as well as doing research on a variety of topics; therefore, they will be reading and understanding words with multiple meanings</i>	Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	<i>by Level VIII, students are reading the literature selections in their free time, as well as doing research on a variety of topics; therefore, they will be reading and understanding words with multiple meanings</i>
	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 #67 (e.g., dressmaker, hairdresser, newsboy/newsgirl)</i> <i>Resource Sheet #68 (e.g., understand, checklist)</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 a fact sheet on either Abraham Lincoln, George Washington, or Martin Luther Kind, Jr., p. 215</i>  <i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i>
			Use common idioms, some analogies and metaphors in discussion and reading.	
			Use a standard dictionary to determine meaning of unknown words.	<i>refer to your Picture Dictionary to check spelling, p. 210</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 your paragraph aloud and correct it for clarity and other things (e.g., capitalization, punctuation, and spelling)—use Resource Sheet #68 (the Editing Checklist), p. 210</i>  <i>read “Animal Book” aloud to classmates, p. 254</i>

<b>Advanced (continued)</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Decoding and Word Recognition (D/WR)</b>	<p><u>ELA Standards</u></p> <p><u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).</p> <p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p>	<p><i>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>Carousel Connections: Pets—<i>read the story aloud in pairs or in small groups, p. 12</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p>Carousel Connections: Clothing &amp; 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></p> <p><i>students at Level VIII are able to generate the sounds from all the letters and letter patterns</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>Resource Sheet #67 (e.g., dressmaker, hairdresser, newsboy/newsgirl)</i></p> <p><i>Resource Sheet #68 (e.g., understand, checklist)</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>find words in the story that end in /ing/, p. 15</i></p>		

Advanced (continued)				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
Decoding and Word Recognition (D/WR)	1.15 Read common word families (e.g., -ite, -ate).	<i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i>		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	<p>Carousel Connections: Clothing &amp; Accessories—<i>read the story aloud in pairs or in small groups, p. 14</i></p> <p>Carousel Connections: Pets—<i>read the story aloud in pairs or in small groups, p. 12</i></p>		
	<u>Grade 2 D/WR</u>			
	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</i>		
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant = sup/per).	<i>read sentences from the sentence strips and supply the missing word; read the corresponding sentence in the book to see if the word you chose was correct, p. 207</i>		
	1.3 Decode two-syllable nonsense words and regular multi-syllable words.	<i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75 (e.g., electrician, librarian, veterinarian, exclamation, punctuation, favorite)</i>		
	1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	<p><i>Resource Sheet #73 (e.g., t.v.)</i></p> <p><i>Resource Sheet #71, #72 (e.g., 3:00—three o'clock)</i></p>		
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 #75 (e.g., regular/irregular plurals—flies, feathers, have)</i>			

# Reading

## Reading Comprehension

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension</b>	Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	<p><i>practice recognizing target vocabulary by pantomiming several occupations using the IDEA pictures, p. 203</i></p> <p><i>match the IDEA pictures and words, p. 206</i></p>		
	Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	<p><i>look at the pictures in the literature selection and predict what the story will be about, p. 207</i></p> <p><i>talk about pictures in the literature selection, p. 207</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; then identify the main characters, the setting in time and place, and the story’s problem, p. 210</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>draw a picture of yourself celebrating the Fourth of July, including symbols associated with the holiday, p. 223</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 whether or not you liked the literature selection and give an opinion of the story, p. 220</i></p>
	Understand and follow simple one-step directions for classroom or work-related activities.	<p><i>match the IDEA pictures to the corresponding person in Theme Pictures/Posters #30 and #31, p. 201</i></p> <p><i>draw a picture of an engineer at work, p. 204</i></p>	Understand and follow simple multi-step oral directions of classroom or work-related activities.	<p><i>decorate/make Easter eggs with hidden messages and Easter bonnets, p. 218</i></p> <p><i>make a paper fan to use for decoration and give it as a gift, p. 230</i></p>

**NOTE: Guidelines for Reading—Carousel of IDEAS Level VIII:** Students at Level VIII are reading literature selections to themselves during free reading time. They also are reading reports and stories that they and other students have written.

**Beginning (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension &amp; Analysis of Appropriate Text</b>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>retell the story (The Tiny Seed) using a huge seed as the main character, p. 220</i>  Carousel Connections: Clothing & Accessories— <i>answer questions about the story (e.g., “Why did the little girl go to the shopping mall? Why do you think the little girl started to cry?”), p. 14</i>	Identify the basic sequences of events in stories read to them, using key words or pictures.	<i>listen to the literature selection; then name the animal that comes to live on hermit crab, and tell what it did to help hermit crab; name all the animals in the story and tell what each one did; tell the story of hermit crab to your parents, p. 251</i>
			Identify the main idea in a story read aloud using key words and/or phrases.	<i>identify the main characters, the setting in time and place, and the story problem, p. 207</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 VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
Comprehension	Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	<i>look at the pictures in the literature selection, and predict what the story will be about, p. 207</i>  <i>tell whether or not you liked the literature selection, p. 207</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.”).	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?”)</i> , p. 12
	Draw and label pictures related to a story topic or own experience.	<i>draw pictures of a librarian, an engineer, and a chemist at work at label the pictures pgs. 202-206</i>  <i>draw a picture of people celebrating Easter, and write a caption describing the picture, p. 219</i>	Read and orally identify relationships between written text and their own experience using simple sentences.	Carousel Connections: Pets— <i>share experiences and knowledge of pets and compare to the pets in the literature selection, p. 8</i>  Carousel Connections: Clothing & Accessories— <i>share experiences in a mall/buying gifts for family and friends, p. 14</i>
	Understand and follow simple two-step directions of classroom or work-related activities.	<i>interview parents and neighbors to find out their occupations; choose one person’s occupation and give a report to the class, p. 202</i>	Understand and follow simple two-step directions of classroom or work-related activities.	<i>name the four seasons and tell something about the weather in each season, p. 221</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. 219</i>	Orally identify the basic sequence of written text using simple sentences.	<i>identify the main characters, the setting in time and place, and the story problem, p. 207</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?”)</i> , p. 14	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?”)</i> , p. 14
			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 VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<p><b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b></p>			<p>Orally identify examples of fact/opinion in familiar texts read to them.</p>	<p>Carousel Connections: Clothing &amp; 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></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> <p><i>listen to the literature selection; then name the animal that comes to live on hermit crab, and tell what it did to help hermit crab; name all the animals in the story and tell what each one did; tell the story of hermit crab to your parents, p. 251</i></p>

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	<i>look at the pictures in the literature selection and predict what the story will be about, p. 207</i>  <i>identify the setting of the story in time and place, the main characters, and the story's problems, p. 207</i>	Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.")	<i>listen to the literature selection; then name the animal that comes to live on hermit crab, and tell what it did to help hermit crab; name all the animals in the story and tell what each one did; tell the story of hermit crab to your parents, p. 251</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.	<b>Carousel Connections: Clothing &amp; Accessories—draw inferences about the story (e.g., "Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?"), p. 14</b>	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 what the story will be about, p. 219</i>  <b>Carousel Connections: Clothing &amp; Accessories—draw inferences about the story (e.g., "Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?"), p. 14</b>
<b>Comprehension</b>	Write captions of words or phrases for drawings related to a story.	<i>draw a picture of George Washington, Abraham Lincoln, and Martin Luther King, Jr., and write captions for each picture, p. 216</i>	Read and use more detailed sentences to orally describe relationships between text and their own experiences.	<b>Carousel Connections: Pets—discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</b>
	Understand and follow some multi-step directions for classroom-related activities.	<i>name the four seasons and tell something about the weather in each season, p. 221</i>  <b>Carousel Connections: Clothing &amp; Accessories—follow directions to learn how to tie a tie/scarf, p. 15</b>	Understand and follow some multi-step directions for classroom-related activities.	<i>research the various way in which Christmas is celebrated around the world; draw a picture to illustrate the customs and share the information with the class, p. 228</i>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate text and Expository Critique</b>			Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.	<b>Carousel Connections: Clothing &amp; 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</b>

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.	<i>Carousel Connections: Clothing &amp; Accessories—draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Describe main ideas and supporting details of a text.	<i>listen to the literature selection; then name the animal that comes to live on hermit crab, and tell what it did to help hermit crab; name all the animals in the story and tell what each one did; tell the story of hermit crab to your parents, p. 251</i>
	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	<i>Carousel Connections: Clothing &amp; Accessories—draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>	Generate and respond to comprehension questions related to the text.	<i>read books about Easter and share the information with the class, p. 219</i>  <i>read books about the Pilgrims and share the information with the class, p. 225</i>
	Write a brief story summary (three or four complete sentences).	<i>Resource Sheet #70—complete three sentences for each holiday: Halloween, Christmas, Easter, your birthday</i>  <i>complete Resource Sheet #65, #69—Book Report</i>	Describe relationships between text and their experience.	<i>Carousel Connections: Pets—discuss qualities that make certain animals good pets and share experiences with pets and pet stores, p. 12</i>  <i>Carousel Connections: Clothing &amp; Accessories—share experiences in a mall/buying gifts for family and friends, p. 14</i>
<b>Comprehension</b>	Read and use basic text features such as title, table of contents, and chapter headings.		Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes.	<i>use books/reference books/fact sheets to research Easter, the Pilgrims, Christmas, Chinese New Year, Abraham Lincoln, George Washington, and Martin Luther King, Jr., pgs. 215-231</i>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate text and Expository Critique</b>	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	<i>read books about Easter and share the information with the class, p. 219</i>  <i>read books about the Pilgrims and share information with the class, p. 225</i>	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	<i>Carousel Connections: Clothing &amp; Accessories—draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>
			Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.	<i>Carousel Connections: Clothing &amp; Accessories—draw inferences about the story (e.g., “Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>

**Early Advanced (continued)**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Structural Features of Informational Materials</b>			Identify some significant structural (organizational) patterns in text, such as sequence/chronological order, and cause/effect.	<p>Carousel Connections: Clothing &amp; Accessories—<i>answer questions relating to chronological order and cause/effect after reading the story (e.g., “Why did the little girl go to the mall? Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i></p> <p><i>listen to the literature selection; then name the animal that comes to live on hermit crab, and tell what it did to help hermit crab; name all the animals in the story and tell what each one did, p. 251</i></p>

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text</b>	Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.	<i>interview parents and neighbors to find out their occupations; choose one person's occupation and give a report to the class, p. 202</i>  <i>choose an occupation and research it by reading books and interviewing knowledgeable people; present the information to the class, p. 209</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. 207</i>
<b>Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique</b>			Describe main ideas and supporting details, including supporting evidence.	<i>Carousel Connections: Clothing &amp; Accessories—answer questions relating to chronological order and cause/effect after reading the story (e.g., “Why did the little girl go to the mall? Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>
	Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	<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—at Level VIII, students will be doing this themselves as well</i>	Use text features such as format, diagrams, charts, glossaries, indexes, etc. to locate & draw information from text.	<i>use books/reference books/fact sheets to research Easter, the Pilgrims, Christmas, Chinese New Year, Abraham Lincoln, George Washington, and Martin Luther King, Jr., pgs. 215-231</i>
<b>Structural Features of Informational Materials</b>			Identify significant structural (organizational) patterns in text, such as compare/contrast, sequence/chronological order, and cause/effect.	<i>Resource Sheet #75—“Let’s Compare!” (e.g., compare/contrast animals and insects)</i>
<b>Comprehension &amp; Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials</b>			Distinguish between fact/opinion, inference, and cause/effect in text.	<i>Carousel Connections: Clothing &amp; Accessories—answer questions relating to chronological order and cause/effect after reading the story (e.g., “Why did the little girl go to the mall? Why do you think the little girl started to cry? Do you think the little girl had a good day or a bad day?”), p. 14</i>

## Writing Strategies and Applications

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Penmanship</b>	Copy the English alphabet legibly.	<i>students are asked to write/copy words throughout Level VIII</i>	Write the English alphabet legibly.	<i>students are asked to write/copy words throughout Level VIII</i>
<b>Penmanship, Organization &amp; Focus</b>	Copy words posted and commonly used in the classroom.	<i>copy the title of the literature selection in Reading Log, p. 207</i>  <i>copy/write the words next to the pictures in Picture Dictionary, p. 206</i>	Label key parts of common objects.	<i>label pictures from previous lessons, p. 206</i>  <i>label clocks with the correct number and time, p. 234</i>
<b>Organization &amp; Focus</b>	Write a few words or phrases about an event or character from a story read by the teacher.	<i>Resource Sheet #65, #69—Book Report</i>	Create simple sentences or phrases with some assistance.	<i>write captions for pictures of scenes from the Fourth of July, Thanksgiving, Hanukkah, Las Posadas, and Chinese New Year, pgs. 224-231</i>
	Write a phrase or simple sentence about an experience generated from a group story.	<i>prepare to write a story by looking over information on the board; think of names for characters, a setting, and a problem—then begin writing the story as a group, p. 211</i>	Use models to write short narratives.	<i>choose an animal and write a paragraph about it, p. 256</i>  <i>Resource Sheet #65, #69—Book Report</i>
			During group writing activities, write brief narratives and stories using a few standard grammatical forms.	<i>participate in a science experiment and observe an animal to see which food it eats and how much it eats; make observations and record observations, p. 236</i>  <i>work as a group to make a chart by writing the names of animals and marking an X to indicate its attributes, p. 253</i>

**NOTE: Guidelines for Writing—Carousel of IDEAS Level VIII:** *Students at Level VIII are writing book reports, topic-centered reports, and short stories.*

<b>Early Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Organization &amp; Focus</b>	Write simple sentences about events or characters from familiar stories read by the teacher.	<i>think about the lesson on occupations and write a group paragraph telling about what students are going “to be,” p. 209</i>	Write short narrative stories that include elements of setting and character.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Carousel Connections: Clothing &amp; 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 the name of an occupation you are interested in on a slip of paper, p. 208</i>  <i>label pictures from previous lessons, p. 206</i>	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.	<i>Resource Sheet #65, #69—Book Report</i>  <i>draw pictures of animals in their natural habitats, pgs. 246-259</i>
			Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	<i>Resource Sheet #65, #69—Book Report</i>  <i>choose an animal and write a paragraph about it, p. 256</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>Resource Sheet #70—write three sentences for each of the holidays: Halloween, Christmas, Easter, and your birthday</i>  <i>Resource Sheet #73—write sentences about your favorite t.v. show</i>
			Given a model, write a friendly letter.	
<b>Organization &amp; Focus, Evaluation and Revision</b>	Write one to two simple sentences (e.g., “I went to the park.”)	<i>choose an occupation and write a story about it, p. 212</i>  <i>Carousel Connections: Pets—Resource Sheet #4</i>  <i>Carousel Connections: Clothing &amp; Accessories—Resource Sheet #4</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>write your own version of the story (The Tiny Seed) using a huge seed as the main character, p. 220</i>  <i>Carousel Connections: Pets—Resource Sheet #4</i>  <i>Carousel Connections: Clothing &amp; Accessories—Resource Sheet #4</i>

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting and character.	<i>Resource Sheet #65, #69—Book Report</i>  <i>write your own version of the story (The Tiny Seed) using a huge seed as the main character, p. 220</i>	Narrate a sequence of events with some detail.	<i>listen to the literature selection; then identify the setting of the story in time and place, the main characters, and the story's problem, p. 207</i>  <i>look at the pictures in the literature selection, and predict what story will be about, p. 219</i>
	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Carousel Connections: Pets—Resource Sheet #4</i>  <i>Carousel Connections: Clothing &amp; Accessories—Resource Sheet #4</i>	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	<i>choose an occupation and write a story about it, p. 212</i>  <i>Carousel Connections: Pets—Resource Sheet #4</i>  <i>Carousel Connections: Clothing &amp; Accessories—Resource Sheet #4</i>
	Following a model, use the writing process to independently write short paragraphs of at least three lines.	<i>choose an animal and write a paragraph about it, p. 256</i>  <i>Resource Sheet #65, #69—Book Report</i>	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	<i>Resource Sheet #65, #69—Book Report</i>  <i>Carousel Connections: Clothing &amp; 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 #65, #69—Book Report</i>  <i>choose an animal and write a paragraph about it; then add to the paragraph to make a report, p. 257</i>
<b>Organization &amp; Focus</b>	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>Resource Sheet #70—write three sentences for each of the holidays: Halloween, Christmas, Easter, and your birthday</i>	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	<i>participate in a science experiment and observe an animal to see which food it eats and how much it eats; make observations and record observations, p. 236</i>  <i>choose an animal and write a paragraph about it; then add to the paragraph to make a report, p. 257</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 VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<b>Organization &amp; Focus</b>	Write short narrative stories that include the elements of setting, character and events.	<i>Resource Sheet #65, #69—Book Report</i>  <i>write your own version of the story (The Tiny Seed) using a huge seed as the main character, p. 220</i>	Write a detailed summary of a story.	<i>Resource Sheet #65, #69—Book Report</i>  <i>take a “situation” from the game What Would You Do? and write a short story around it, p. 242</i>
	Use the writing process to write short paragraphs that maintain a consistent focus.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Are the who, what, when, where, why, and how questions answered?)</i>	Arrange compositions according to simple organizational patterns.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Carousel Connections: Clothing &amp; 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 #65, #69—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 &amp; Accessories—Resource Sheet #4</i>  <i>participate in a science experiment and observe an animal to see which food it eats and how much it eats; make observations and record observations, p. 236</i>	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>write your own version of the story (The Tiny Seed) using a huge seed as the main character, p. 220</i>
	Write a formal letter.		Independently write a persuasive letter with relevant evidence.	see Note, p. 382 of this correlation
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using consistent standard grammatical forms, but with some rules may not be in evidence.	<i>choose an animal and write a paragraph about it, p. 256</i>  <i>Resource Sheet #65, #69—Book Report</i>	Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	<i>Resource Sheet #65, #69—Book Report</i>  <i>choose an animal and write a paragraph about it; then add to the paragraph to make a report, p. 257</i>

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Organization &amp; Focus</b>	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	<i>Resource Sheet #65, #69—Book Report</i>  <i>choose an occupation and write a story about it, p. 212</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 an animal and write a paragraph about it; then add to the paragraph to make a report, p. 257</i>  <i>write the parts of each sentence on slips of paper and make up new sentences with the slips; use this as the first sentence of an original paragraph, p. 241</i>
			Write a persuasive composition using standard grammatical forms.	see Note, p. 382 of this correlation
	Write short narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #65, #69—Book Report</i>  <i>take a “situation” from the game What Would You Do? and write a short story around it, p. 242</i>	Write narratives that describe the setting, character, objects, and events.	<i>Resource Sheet #65, #69—Book Report</i>  <i>write your own version of the story (The Tiny Seed) using a huge seed as the main character, p. 220</i>
<b>Organization &amp; Focus, Evaluation and Revision</b>	Produce independent writing using correct grammatical forms.	<i>draw a picture of George Washington, Abraham Lincoln, and Martin Luther King, Jr., and write captions explaining why we honor them, p. 216</i>	Write multi-paragraph narrative and expository compositions using standard grammatical forms.	<i>Resource Sheet #65, #69—Book Report</i>  <i>choose an animal and write a paragraph about it; then add to the paragraph to make a report, p. 257</i>
	Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Are the who, what, when, where, why, and how questions answered?)</i>	Independently use all of the steps of the writing process.	<i>Resource Sheet #51, #65—Book Report</i>  <i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Are the who, what, when, where, why, and how questions answered?)</i>

## Writing Conventions

---

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

**NOTE: Guidelines for Writing—Carousel of IDEAS Level VIII:** *Students at Level VIII are writing book reports, topic-centered reports, and short stories.*

<b>Early Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Capitalization</b>	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level VIII using capital letters and punctuation</i>  see Note, p. 387 of this correlation	Use capital letters to begin sentences and proper nouns.	<i>students are writing simple sentences throughout Level VIII using capital letters and punctuation</i>  see Note, p. 387 of this correlation
<b>Punctuation</b>	Use a period or question mark at the end of a sentence.	<i>students are writing simple sentences throughout Level VIII using capital letters and punctuation</i>  see Note, p. 387 of this correlation	Use a period at the end of a sentence, and use some commas appropriately.	<i>students are writing simple sentences throughout Level VIII using capital letters and punctuation</i>  see Note, p. 387 of this correlation
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Are the who, what, when, where, why, and how questions answered?)</i>	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Is the spelling correct? Are the who, what, when, where, why, and how questions answered?)</i>

<b>Intermediate</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Is the spelling correct? Are the who, what, when, where, why, and how questions answered?)</i>	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i>  <i>Resource Sheet #65, #69—Book Report</i>  <i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Is the spelling correct? Are the who, what, when, where, why, and how questions answered?)</i>
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	<i>choose an occupation and write a story about it, p. 212</i>  <i>Resource Sheet #65, #69—Book Report</i>	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	<i>Resource Sheet #70—write three sentences about each of the following holiday: Halloween, Christmas, Easter, and your birthday</i>  Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i>  Carousel Connections: Pets— <i>Resource Sheet #4</i>  <i>Resource Sheet #65, #69—Book Report</i>

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Capitalization, Punctuation, Spelling</b>	Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	Carousel Connections: Clothing & Accessories— <i>Resource Sheet #4</i>  <i>Resource Sheet #65, #69—Book Report</i>	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	<i>Resource Sheet #65, #69—Book Report</i>  <i>Resource Sheet #70—write three sentences about each of the following holiday: Halloween, Christmas, Easter, and your birthday</i>
<b>Sentence Structure, Grammar, Spelling</b>	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	<i>choose an occupation and write a story about it, p. 212</i>  <i>draw a picture of George Washington, Abraham Lincoln, and Martin Luther King, Jr. and write captions explaining why we honor them, p. 216</i>	Use standard word order but may have some consistent grammatical forms, including inflections.	<i>write the parts of each sentence on slips of paper and make up new sentences with the slips; use this as the first sentence of an original paragraph, p. 241</i>
<b>Punctuation, Capitalization, Spelling</b>	Edit writing for some conventions (e.g., capital letters and periods).	<i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Is the spelling correct? Are the who, what, when, where, why, and how questions answered?)</i>	Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).	<i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Is the spelling correct? Are the who, what, when, where, why, and how questions answered?)</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 #67, #68, #69, #70, #71, #72, #73, #74, #75</i></p> <p><i>Resource Sheet #67, #68, #69, #70, #71, #72, #73, #74, #75</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 #67, #68, #69, #70, #71, #72, #73, #74, #75 (e.g., <i>electrician, librarian, veterinarian, exclamation, punctuation, favorite, flies, feathers, Easter, dye, air, night, because, and so forth</i>)</i></p> <p>Carousel Connections: Clothing &amp; Accessories—<i>Resource Sheet #4</i></p> <p>Carousel Connections: Pets—<i>Resource Sheet #4</i></p>

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Sentence Structure, Grammar</b>	Use complete sentences and correct word order.	<i>Resource Sheet #73—write about your favorite t.v. show</i>  <i>choose an occupation and write a story about it, p. 212</i>	Use complete sentences and correct word order.	<i>write the parts of each sentence on slips of paper and make up new sentences with the slips; use this as the first sentence of an original paragraph, p. 241</i>
<b>Grammar</b>	Use correct parts of speech, including correct subject/verb agreement.	<i>draw a picture of people celebrating Easter, and write a caption describing the picture, p. 219</i>  <i>Resource Sheet #65, #69—Book Report</i>	Use correct parts of speech, including correct subject/verb agreement.	<i>write the parts of each sentence on slips of paper and make up new sentences with the slips; use this as the first sentence of an original paragraph, p. 241</i>
<b>Capitalization, Punctuation, Spelling</b>	Edit writing for punctuation, capitalization, and spelling.	<i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Is the spelling correct? Are the who, what, when, where, why, and how questions answered?)</i>	Edit writing for punctuation, capitalization, and spelling.	<i>Resource Sheet #68—Editing Checklist (e.g., Is the main idea clear? Is the writing easy to understand? Is the punctuation correct? Is the spelling correct? Are the who, what, when, where, why, and how questions answered?)</i>
<b>Sentence Structure, Grammar, Punctuation, Capitalization, Spelling</b>	Produce writing that demonstrates a command of the conventions of standard English.	<i>Carousel Connections: Clothing &amp; Accessories—Resource Sheet #4</i>  <i>Carousel Connections: Pets—Resource Sheet #4</i>  <i>take a “situation” from the game What Would You Do? and write a short story around it, p. 242</i>	Produce writing that demonstrates a command of the conventions of standard English.	<i>Carousel Connections: Clothing &amp; Accessories—Resource Sheet #4</i>  <i>Carousel Connections: Pets—Resource Sheet #4</i>  <i>choose an animal and write a paragraph about it; then add to the paragraph to make a report, p. 257</i>

## Reading

### Literary Response and Analysis

---

<b>Beginning</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.	<i>look through the pictures in the literature selection and predict what the story will be about, p. 207</i>  <i>tell whether or not you liked the literature selection, p. 207</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. 219</i>  <i>listen to lessons on Easter, the Fourth of July, Hanukkah, Thanksgiving, and Christmas and name the symbols associated with these holidays, pgs. 219-228</i>
	Draw pictures related to a work of literature identifying setting and characters.	<b>Carousel Connections: Pets—Resource Sheet #1 and #4</b>  <i>listen to a lesson on George Washington, Abraham Lincoln and Martin Luther King, Jr. and draw a picture of each, p. 216</i>	Orally identify different characters and setting in simple literary texts using words or phrases.	<i>listen to the literature selection; then tell about the main characters and details of the story, p. 251</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>			Orally distinguish between fiction and non-fiction using one- or two-word responses.	
<b>Structural Features of Literature</b>			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 VIII:** Students at Level VIII are reading literature selections to themselves during free reading time. They also are reading reports and stories that they and other students have written..

Early Intermediate				
ELA Categories	GRADES K-2	Carousel of IDEAS: Level VIII	GRADES 3-5	Carousel of IDEAS: Level VIII
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Reading Comprehension</i>	Orally respond to stories by answering factual comprehension questions, using simple sentences.	<i>listen to the literature selection; then identify the setting of the story in time and place, the main characters, and the story's problem, p. 207</i>	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.	<i>listen to the literature selection; then tell about the main characters and details of the story, p. 251</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?")</i> , p. 12
			Orally identify the main events of the plot using simple sentences.	<i>listen to the literature selection; then name the animal that comes to with the main character; explain what each character did to help; retell this story to your parents, p. 251</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>  <i>Also are addressed in Word Analysis</i>	Recite simple poems.	Carousel Connections: Clothing & Accessories— <i>recite the poem (audiotape track 3), p. 19</i>  Carousel Connections: Pets— <i>recite the poem (audiotape track 3), p. 17</i>	Recite simple poems.	Carousel Connections: Clothing & Accessories— <i>recite the poem (audiotape track 3), p. 19</i>  Carousel Connections: Pets— <i>recite the poem (audiotape track 3), p. 17</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>	Orally identify setting and characters using simple sentences and vocabulary.	<i>look at pictures in the literature selection and predict what the story will be about, p. 207</i>	Orally describe the setting of a piece of literature using simple sentences.	<i>listen to the literature selection; then name the seasons from the story; tell something about the way the seasons were included in the story; identify the main character and the story's problem; retell the story using a huge seed as the main character, p. 220</i>
<b>Structural Features of Literature</b>			Orally distinguish among poetry, drama, and short stories using simple sentences.	
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>			Orally describe what a character is like by what he/she does in a selection, using simple sentences.	Carousel Connections: Clothing & Accessories— <i>answer questions about the main character in the literature selection, p. 14</i>

**Intermediate**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<p><b>Narrative Analysis of Grade-Level Appropriate Text</b></p> <p><i>Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development</i></p>	<p>Use expanded vocabulary and descriptive words for oral and written responses to simple texts.</p>	<p><i>Resource Sheet #65, #69—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. 251</i></p>	<p>Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p>	<p><i>Resource Sheet #65, #69—Book Report</i></p> <p><i>Carousel Connections: Clothing &amp; Accessories—answer questions about the main character in the literature selection, p. 14</i></p>
<p><b>Narrative Analysis of Grade-Level Appropriate Text</b></p> <p><i>Also are addressed in Reading Comprehension</i></p>	<p>Read simple poetry and respond to factual comprehension questions using simple sentences.</p>	<p><i>Carousel Connections: Pets—listen/read the book Will a Parrot Eat a Carrot (in the form of a poem) and answer factual comprehension questions, p. 12</i></p>		
			<p>Apply knowledge of language to derive meaning/comprehension from literary texts.</p>	<p><i>Carousel Connections: Clothing &amp; Accessories—answer questions about the literature selection, p. 14</i></p> <p><i>read sentences from the sentence strips and supply the missing word; read the corresponding sentence in the book to see if the word you chose was correct, p. 207</i></p>

**Early Advanced**

<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<b>Structural Features of Literature</b>	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).	
			Distinguish between literary connotations and symbols from culture to culture.	<i>research the various ways in which Christmas is celebrated around the world including symbols associated with each culture; draw a picture for each and share the information with the class, p. 228</i>
			Read and orally identify metaphors and similes in a selection.	
<b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b>	Read and orally identify literary elements of plot, setting, and characters.	<i>listen to the literature selection; then name the seasons from the story; tell something about the way the seasons were included in the story; identify the main character and the story's problem; retell the story using a huge seed as the main character, p. 220</i>	Identify the motives of characters in a work of fiction.	<i>Carousel Connections: Clothing &amp; 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; then name the animal that comes to with the main character; explain what each character did to help; retell this story to your parents, p. 251</i>
			Read and orally identify the speaker or narrator in a selection, using simple sentences.	
			Read and orally identify the main problem of a plot and how it is resolved in a selection.	<i>listen to the literature selection; then name the seasons from the story; tell something about the way the seasons were included in the story; identify the main character and the story's problem; retell the story using a huge seed as the main character, p. 220</i>
<b>Narrative Analysis of Grade-Level Appropriate Text</b>			Recognize the difference between first and third person in a literary text.	

<b>Advanced</b>				
<b>ELA Categories</b>	<b>GRADES K-2</b>	<b>Carousel of IDEAS: Level VIII</b>	<b>GRADES 3-5</b>	<b>Carousel of IDEAS: Level VIII</b>
<p><b>Narrative Analysis of Grade-Level Appropriate Text</b></p> <p><i>Also are addressed in Reading Comprehension</i></p>	<p>Read and respond both orally and in writing to a variety of children’s literature</p>	<p><i>look through the pictures of the literature selection and predict what the story will be about, p. 219</i></p> <p><i>Resource Sheet #65, #69—Book Report</i></p>		
<p><b>Structural Features of Literature</b></p>	<p>Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</p>	<p><b>Carousel Connection: Clothing &amp; Accessories—create poetry, p. 15</b></p>	<p>Describe the major characteristics of poetry, drama, fiction and non-fiction.</p>	<p><i>listen to the literature selection; then name the animal that comes to with the main character; explain what each character did to help; retell this story to your parents, p. 251</i></p> <p><b>Carousel Connection: Clothing &amp; Accessories—create poetry, p. 15</b></p> <p><i>listen to a lesson/read a fact sheet on George Washington, Abraham Lincoln and Martin Luther King, Jr. and decide whether each is a hero or a celebrity, p. 215</i></p>
<p><b>Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism</b></p>	<p>Compare and contrast literary elements of different authors.</p>		<p>Identify and evaluate the author’s use of various techniques to influence readers’ perspectives.</p>	
			<p>Recognize and describe themes stated directly or implied in literary texts.</p>	<p><i>listen to the literature selection; then name the seasons from the story; tell something about the way the seasons were included in the story; identify the main character and the story’s problem; retell the story using a huge seed as the main character, p. 220</i></p>
			<p>Compare and contrast the motives of characters in a work of fiction.</p>	<p><b>Carousel Connections: Clothing &amp; 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</b></p>