

# CORRELATION

## CHICAGO PUBLIC SCHOOLS ESL GOALS AND STANDARDS

(©1999 BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO)

AND

*CAROUSEL OF IDEAS*<sup>®</sup>



*Carousel of IDEAS<sup>®</sup> is a comprehensive language development program  
that integrates listening, speaking, reading, and writing skills.*



# TABLE OF CONTENTS

## Grade Cluster Pre-K – 3

### Goal I

Standard A .....	3
Standard B.....	4
Standard C.....	6
Standard D .....	7

### Goal II

Standard A .....	8
Standard B.....	9
Standard C.....	10
Standard D .....	10

### Goal III

Standard A .....	11
Standard B.....	11

## Grade Cluster 4 – 8

### Goal I

Standard A .....	13
Standard B.....	14
Standard C.....	16
Standard D .....	18

### Goal II

Standard A .....	19
Standard B.....	20
Standard C.....	22
Standard D .....	22

### Goal III

Standard A .....	24
Standard B.....	24

## CORRELATION BETWEEN CHICAGO PUBLIC SCHOOLS ESL GOALS AND STANDARDS AND *CAROUSEL OF IDEAS*<sup>®</sup>

Goals and Standards, Grade Cluster Pre-K – 3	Carousel of IDEAS Program
<b>ESL Goal I: To use English to achieve in all academic areas and settings.</b>	
Standard A: Students will use English for personal and instructional interactions in the classroom.	
<b>Level 1. The student will:</b>	
a. distinguish and reproduce sounds of English in words, phrases and simple sentences.	●
b. use appropriate introductions, greetings, formulaic expressions and farewells.	●
c. accompany oral language with appropriate body language.	●
d. acquire the vocabulary necessary for instruction.	●
e. match written language to pictures.	●
f. state and write personal and identifying information.	●
g. understand and follow non-verbal and verbal safety instructions and procedures.	●
h. explain actions using both verbal and non-verbal cues (e.g. distance apart, facial expression, etc.).	●
i. understand and use cardinal and ordinal numbers; recognize Roman numerals.	●
j. understand and use expressions related to time.	●
k. respond to and make requests.	●
l. respond to and ask questions.	●
m. give and ask for permission.	●
n. listen to and incorporate feedback regarding school behavior.	●
o. interact with English-speaking peers.	●
p. request assistance from teachers and peers.	●
q. participate in simple dialogues.	●
r. express likes and dislikes.	●
s. participate in cooperative groups verbally and/or non-verbally.	●
t. follow simple oral directions.	●
u. carry on conversations regarding classroom activities.	●
<b>Level 2. The student will:</b>	
a. ask the teacher to restate, simplify and expand information and directions.	●
b. carry out written directions with teacher assistance.	●
c. maintain a personal journal.	●
d. share personal experiences both orally and in writing.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster Pre-K – 3</b>	<b>Carousel of IDEAS Program</b>
e. give broad descriptions both orally and in writing.	●
f. interact in a small group.	●
g. restate or rephrase information (e.g. directions).	●
h. expand vocabulary through context clues.	●
i. express ideas both orally and in writing.	●
j. ask for and give information both orally and in writing.	●
k. ask for and give directions both orally and in writing.	●
l. write level-appropriate compositions.	●
m. participate in a teacher-controlled discussion.	●
<b>Level 3. The student will:</b>	
a. give reports of events or descriptions of people, places and things.	●
b. distinguish between standard and non-standard English vocabulary.	●
c. give detailed descriptions.	●
d. express ideas using increasingly complex language (e.g. embedded phrases, cause and effect and reported speech, etc.).	●
e. argue and defend a point of view.	●
f. make inferences.	●
g. compare and contrast.	●
h. predict outcomes.	●
i. make generalizations.	●
j. draw conclusions.	●
<b>ESL Goal I: To use English to achieve in all academic areas and settings.</b>	
Standard B: Students will use English to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.	
<b>Level 1. The student will:</b>	
a. learn the Roman alphabet and decoding.	●
b. recognize the sound patterns for statements, questions, rhymes, etc.	●
c. follow printed text during oral reading.	●
d. record ideas through pictures.	●
e. copy written material.	●
f. use picture and context clues.	●
g. form questions to elicit data.	●
h. follow sequence of a story or event.	●
i. comprehend conversational sequence.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster Pre-K – 3	Carousel of IDEAS Program
j. create story frames in sequence.	●
k. classify objects according to number, shape, size, use, etc.	●
l. participate in simple show and tell.	●
m. attempt to convey gathered information in writing.	●
n. illustrate a story.	●
o. give general oral descriptions from pictures, charts, etc.	●
<b>Level 2. The student will:</b>	
a. create lists of ideas.	●
b. retell a story or narrate an experience using sequence and detail.	●
c. record or list events of interest from books, stories, or personal experiences.	●
d. give written summaries of a paragraph, story, or event.	●
e. create a booklet with illustrations for a content area project.	●
f. participate as a speaker in small group activities to obtain information.	●
g. construct a chart or other graphic organizer to show information.	●
h. use a chart or graphic organizer to write a story.	●
i. write a story after seeing or hearing a presentation.	●
j. edit own work with assistance.	●
k. access information from a newspaper, dictionary, encyclopedia, thesaurus, etc.	●
l. read for information.	●
m. write a description from a sequence of pictures.	●
n. give written descriptions from pictures, charts, etc.	●
o. take part in role-playing employing familiar situations and learned language.	●
<b>Level 3. The student will:</b>	
a. compare stories, poems, events, etc. orally and in writing.	●
b. write compositions with supportive information.	●
c. write reports using information from a variety of sources.	●
d. summarize material which has been read.	●
e. give a short oral report on a familiar topic and be able to answer questions about it.	●
f. synthesize new and old information.	●
g. summarize material received orally as well as visually.	●
h. read level-appropriate children’s literature and magazines.	●
i. read textbooks independently.	
<b>ESL Goal I: To use English to achieve in all academic areas and settings.</b>	
Standard C: Students will use appropriate learning strategies to construct and apply academic knowledge.	

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster Pre-K – 3	Carousel of IDEAS Program
<b>Level 1. The student will:</b>	
a. begin to use learning strategies.	●
b. use illustrations and pictures for learning.	●
c. use verbal and non-verbal cues to focus attention.	●
d. rehearse and visualize information.	●
e. use gestures and mime to get ideas across.	●
f. repeat information given orally in class.	●
g. use picture illustrations to comprehend stories.	●
h. use pictures for purposes of classification.	●
i. apply word attack skills.	●
j. use manipulatives and illustrations to elicit verbal understanding of various concepts.	●
k. find speech and writing patterns required in various content areas (e.g. intonation, stress, word boundaries, etc.).	P
l. ask assistance from teachers, peers, etc.	●
m. participate in formal spoken activities such as choral reading, poetry, plays and readings.	●
<b>Level 2. The students will:</b>	
a. take simple dictation.	
b. arrange events in chronological order.	●
c. follow guided writing activities.	●
d. solve problems by drawing pictures.	●
e. state verbally information given in written form.	●
f. ask for opinions.	●
g. explain answers by rephrasing for clarity.	●
h. create graphs, charts, timelines, etc. from written material to illustrate or simplify data.	P
i. write short paragraphs to convey factual information.	●
j. learn to summarize the main idea of a story printed on a worksheet by highlighting.	
k. describe parts of a book, magazine, or letter.	P
l. solve problems using data from tables or graphs.	●
m. improve fluency and understanding by using such strategies as rereading, retelling and summarizing.	●
n. connect new information to prior knowledge and experience.	●
o. use a variety of resources including glossaries and dictionaries and other resource materials to clarify word meaning or improve usage.	●
p. use verbal and non-verbal context to grasp meaning.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster Pre-K – 3	Carousel of IDEAS Program
<b>Level 3. The student will:</b>	
a. take risks with language.	●
b. rephrase, explain and expand oral or written information to check comprehension.	●
c. collect and organize information.	●
d. select materials from school resources to complete a project.	●
e. use key words.	●
f. write and edit with peers and independently.	●
g. begin to self-correct speech.	●
h. give oral reports.	●
i. utilize information from maps, charts, brainstorming, timelines, graphs, graphic organizers, etc. to generate questions on text and/or topics.	P
j. learn and apply test-taking skills.	
k. scan entry in book to locate information for an assignment.	●
<b>ESL Goal I: To use English to achieve in all academic areas and settings.</b>	
Standard D: Students will acquire English across the curriculum through the use of technology.	
<b>Level 1. The student will:</b>	
a. develop basic keyboard skills using the Roman alphabet.	
b. become familiar with the keyboard, control keys, mouse, etc. through oral instructions.	
c. learn to handle, insert, and eject disks and CDs, audio and video tapes, etc.	
d. learn how to start and exit a computer following oral directions.	
e. identify forms, purposes and operations of technology (e.g. computer, printer, telephone, overhead projector, cassette recorder, radio, calculators, etc.)	P
f. produce simple documents, such as banners, flyers and calendars.	P
g. participate in instructional activities using computer software.	
h. use technology to develop and improve reading, listening and speaking.	P
i. use pictures, icons and graphics for meaning.	●
<b>Level 2. The student will:</b>	
a. use appropriate software to improve writing skills.	
b. identify different technological equipment and the respective functions orally.	P
c. create story outlines on word processor.	
<b>Level 3. The student will:</b>	
a. learn to access sites on the Internet.	
b. e-mail to communicate with other ELLs to create journals and other projects.	
c. use technology to receive and transmit information.	P

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster Pre-K – 3	Carousel of IDEAS Program
d. follow written directions for programming (e.g. digital watch, VCR, etc.).	
e. use electronic information sources such as indices, databases, encyclopedias and CD-ROMs.	P
f. create a booklet with illustrations for a content area project using desktop publishing program and paint program.	
<b>ESL Goal II: To use English for all social and personal purposes.</b> Standard A: Students will use English to communicate and meet personal needs.	
<b>Level 1. The student will:</b>	
a. interact with others.	●
b. share and request information.	●
c. model authentic language in particular situations and settings.	●
d. initiate conversation.	●
e. answer basic questions on a one-to-one basis.	●
f. convey personal information.	●
g. understand and use verbal and non-verbal cues.	●
h. communicate personal needs and wishes.	●
i. learn names and titles of address.	●
j. introduce oneself and greet others.	●
k. use a calendar.	●
l. give phone numbers and addresses.	●
m. tell time.	●
n. give and carry out common commands.	●
o. express quantity.	●
p. ask and tell the cost of an item; make simple purchases.	●
q. ask about and describe the weather.	●
r. ask and tell where someone is going.	●
s. ask and tell where someone or something is located.	●
t. conduct a simple telephone conversation.	●
u. ask and tell about a person's physical appearance/condition.	●
v. know rooms and parts of the house and school.	●
w. talk about family relationships.	●
x. describe personal hygiene and daily routines.	●
y. summon help from 911.	●
z. understand and respond verbally using appropriate social formulae (e.g. please, thank you, etc.).	●
<b>Level 2. The student will:</b>	

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster Pre-K – 3</b>	<b>Carousel of IDEAS Program</b>
a. chat on the phone and take messages.	P
b. understand and respond to simple directions.	●
c. participate as speaker/listener in group activities.	●
d. write memos and notes.	●
<b>Level 3. The student will:</b>	
a. practice new language while engaging in informal and formal conversation.	●
b. demonstrate, read about, or participate in a favorite activity.	●
c. maintain an interactive journal.	P
<b>ESL Goal II: To use English for all social and personal purposes.</b>	
Standard B: Students will interact in and through spoken and written English for personal expression and enjoyment.	
<b>Level 1. The student will:</b>	
a. recount events of interest/importance.	●
b. tell about favorite foods, celebrations, games, toys, etc.	●
c. express reactions to favorite books, songs, TV shows, humorous stories, situations, etc.	P
d. share feelings and ideas.	●
e. participate in games, activities, etc.	●
f. express regrets, apologize, etc.	P
<b>Level 2. The student will:</b>	
a. engage in dialogue about events of interest/importance.	●
b. participate in humorous stories, situations, etc.	P
c. discuss favorite books, songs, etc.	P
d. initiate games, activities, etc.	●
e. maintain an inventory of books read.	●
<b>Level 3. The student will:</b>	
a. write about events of interest/importance.	●
b. describe process involved in creating favorite food or celebration.	●
c. express humor using word plays, jokes and riddles.	P
d. teach others how to play a game, tell a joke, recite a poem, etc.	P
e. read a story to peers.	●
f. act out book or story characters.	●
<b>ESL Goal II: To use English for all social and personal purposes.</b>	
Standard C: Students will use English to participate in social and business interactions.	
<b>Level 1. The student will:</b>	
a. engage listener's attention non-verbally and verbally.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster Pre-K – 3</b>	<b>Carousel of IDEAS Program</b>
b. ask and respond to questions about self and family.	●
c. describe basic physical appearance, condition and feelings.	●
d. elicit information.	●
e. ask for and give permission.	●
f. express likes, dislikes and preferences.	●
g. use non-verbal communication.	●
<b>Level 2. The student will:</b>	
a. volunteer information about self, family and emotions.	●
b. restate and clarify information.	●
c. describe interests.	●
<b>Level 3. The student will:</b>	
a. explain and support opinions.	●
b. discuss cultural topics.	●
<b>ESL Goal II: To use English for all social and personal purposes.</b>	
Standard D: Students will use appropriate learning strategies to extend their communicative competence.	
<b>Level 1. The student will:</b>	
a. listen to and imitate how others speak and write English.	●
b. associate icons, pictures, diagrams, etc. with words to build vocabulary.	●
c. ask about the meaning of a word using questions, body language and/or inflection.	●
d. use icons, pictures, diagrams, etc. with language to foster oral and written communication.	●
e. try out newly acquired language.	●
f. indicate non-verbally and/or verbally that a direction in English was not understood.	●
<b>Level 2. The student will:</b>	
a. predict meaning from situational clues.	●
b. contribute information that is relevant for specific purposes.	●
c. practice learned language with an English-speaking peer.	●
d. understand verbal directions with less reliance on non-verbal cues.	●
e. experiment with learned language chunks to construct meaning in oral and written forms.	●
f. summarize written/oral material.	●
<b>Level 3. The student will:</b>	
a. explore alternative ways to express communicative competence.	●
b. use context to construct meaning.	●
c. reinforce recently learned language by teaching something to a peer.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster Pre-K – 3	Carousel of IDEAS Program
<b>ESL Goal III: To tailor the English language for various and specific purposes and uses.</b>	
Standard A: Students will use the appropriate language variety according to audience, purpose and setting.	
<b>Level 1. The student will:</b>	
a. recognize differences between language used with peers and with adults.	●
b. recognize differences between formal and informal language.	●
c. recognize different speech patterns and intonations.	●
d. receive compliments and gratitude.	●
e. make appropriate formal and informal requests.	●
f. choose appropriate greetings and farewells.	●
<b>Level 2. The student will:</b>	
a. use appropriate language with peers and with adults.	●
b. use formal and informal language.	●
c. use appropriate language for a variety of settings and purposes (e.g. letter writing, speeches, in a library, in the school cafeteria, etc.).	●
d. use a variety of stresses, sound levels, patterns, and intonations.	●
<b>Level 3. The student will:</b>	
a. respond to and use humor appropriately.	P
b. respond to and use idioms and slang.	P
c. use the appropriate language for social interactions verbally and in writing (e.g. apologizing, expressing anger, giving and receiving compliments, etc.).	●
<b>ESL Goal III: To tailor the English language for various and specific purposes and uses.</b>	
Standard B: Students will use non-verbal communications appropriate to audience, purpose and setting.	
<b>Level 1. The student will:</b>	
a. use body language and gestures acceptable to the school environment.	●
b. acknowledge speech with an appropriate gesture or expression (e.g. nod, smile, frown, etc.).	●
c. acknowledge non-verbal communication and respond appropriately.	●
d. initiate non-verbal communication.	●
e. use acceptable non-verbal communication.	●
f. establish and maintain appropriate eye contact during conversations and lessons.	●
g. illustrate understanding through non-verbal means (e.g. nodding, pointing, etc.)	●
h. illustrate lack of understanding through non-verbal means (e.g. shrugging shoulders, knitting brows, etc.)	●
<b>Level 2. The student will:</b>	
a. adjust behavior and response to non-verbal language.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster Pre-K – 3	Carousel of IDEAS Program
b. maintain appropriate distances when speaking according to situation and other speaker(s).	●
c. exhibit appropriate spatial relations in various settings with a variety of people.	●
<b>Level 3. The student will:</b>	
a. clarify misunderstood gestures.	●

● = This standard is addressed by the Carousel Program.  
P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster 4 – 8	Carousel of IDEAS Program
<b>ESL Goal 1: To use English to achieve in all academic areas and settings.</b>	
Standard A: Students will use English for personal and instructional interactions in the classroom.	
<b>Level 1. The student will:</b>	
a. distinguish and reproduce sounds of English in words, phrases and simple sentences.	●
b. use appropriate introductions, greetings, formulaic expressions and farewells.	●
c. accompany oral language with appropriate body language.	●
d. acquire the vocabulary necessary for instruction.	●
e. match written language to pictures.	●
f. state and write personal and identifying information.	●
g. understand and follow non-verbal and verbal safety instructions and procedures.	●
h. explain actions using both verbal and non-verbal cues (e.g. distance apart, facial expression, etc.)	●
i. understand and use cardinal and ordinal numbers; recognize Roman numerals.	●
j. understand and use expressions related to time.	●
k. respond to and make requests.	●
l. respond to and ask questions.	●
m. give and ask for permission.	●
n. listen to and incorporate feedback regarding school behavior.	●
o. interact with English-speaking peers.	●
p. request assistance from teachers and peers.	●
q. participate in simple dialogues.	●
r. express likes and dislikes.	●
s. participate in cooperative groups verbally and/or non-verbally.	●
t. carry on simple conversations regarding classroom activities.	●
u. express ideas orally and in writing.	●
v. ask teacher to restate, simplify and expand information and directions.	●
w. carry out written directions with teacher assistance.	●
x. share simple personal experiences both orally and in writing.	●
y. give broad descriptions orally and in writing.	●
z. participate in shared reading.	●
aa. acquire vocabulary through synonyms, antonyms and homonyms.	P
bb. maintain a personal journal.	P
cc. restate or rephrase information (e.g. instructions, directions, etc.)	●
dd. participate in a teacher-controlled discussion.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
ee. comprehend conversational sequence.	●
<b>Level 2. The student will:</b>	
a. share personal experiences orally and in writing using complex language.	●
b. interact in a small group with English-speaking peers.	●
c. restate or rephrase information (e.g. directions).	●
d. expand vocabulary through context clues.	●
e. express ideas orally and in writing.	●
f. ask for and give information orally and in writing.	●
g. ask for and give directions orally and in writing.	●
h. give short reports orally and in writing.	●
i. argue and defend a point of view.	●
j. make inferences.	●
k. compare and contrast.	●
l. predict outcomes.	●
m. make generalizations.	●
n. draw conclusions.	●
o. write letters.	●
p. write level-appropriate compositions.	●
q. give detailed descriptions.	●
<b>Level 3. The student will:</b>	
a. give reports of events or descriptions of people, places and things.	●
b. express ideas using increasingly complex language.	●
c. clarify nebulous statements when asked to do so.	●
d. explain and elaborate on decisions.	●
e. prepare and deliver speeches.	●
f. explain cause and effect.	
g. present, support and argue a position under structured conditions.	P
<b>ESL Goal I: To use English to achieve in all academic areas and setting.</b>	
Standard B: Students will use English to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.	
<b>Level 1. The student will:</b>	
a. learn the Roman alphabet and decoding.	●
b. recognize the sound patterns for statements, questions, rhymes, etc.	●
c. follow printed text during oral reading.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
d. record ideas through pictures.	●
e. copy written material.	●
f. use picture and context clues.	●
g. form questions to elicit data.	●
h. follow a sequence of a story or event.	●
i. create story frames in sequence.	●
j. classify objects according to number, shape, size, use, etc.	●
k. participate in simple show and tell.	●
l. attempt to convey gathered information in writing.	●
m. illustrate a story.	●
n. give general oral descriptions from pictures, charts, etc.	●
o. understand and produce specific vocabulary related to content areas.	P
p. identify themes, topics, and main ideas.	●
q. begin to compare and contrast information.	●
r. construct sentences on one topic in a logical order in spoken and written forms.	●
<b>Level 2. The student will:</b>	
a. create a list of ideas.	●
b. retell a story or narrate an experience using sequence and detail.	●
c. record or list events of interest from books, stories, or personal experiences.	●
d. give written summaries of a paragraph, story, or event.	●
e. create a booklet with illustrations for a content area project.	●
f. participate as speaker in small group activities to obtain information.	●
g. use a chart or graphic organizer to write an essay.	●
h. construct a chart or other graphic organizer to show information.	●
i. write a story after seeing or hearing a presentation.	●
j. edit own work with assistance.	●
k. access information from a newspaper, dictionary, encyclopedia, thesaurus, etc.	●
l. read for information.	●
m. write descriptions from pictures, charts, etc.	●
n. write paragraphs.	●
o. take part in role-playing, employing familiar situations and learned language.	●
p. read and understand age-appropriate material with fluency and accuracy.	P
q. preview reading materials, make predictions and relate reading to information from other sources.	●
r. obtain information through listening.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster 4 – 8	Carousel of IDEAS Program
<b>Level 3. The student will:</b>	
a. compare stories, poems, events, etc. both orally and in writing, fictional and non-fictional.	●
b. write compositions with supportive information.	●
c. write reports using resource sources.	●
d. summarize material which has been read.	●
e. give a short oral report on a familiar topic and be able to answer questions about it.	●
f. synthesize new and old information.	●
g. summarize material received orally as well as visually.	●
h. explain a process (e.g. how a bill becomes a law).	●
i. use grade-level English textbooks independently.	●
j. outline information for oral presentations and written documents.	●
k. read level-appropriate children’s literature and magazines.	●
l. dramatize an event which actually took place including interviewing a famous or key person from the event (e.g. invention of the telephone—Alexander Graham Bell).	
<b>ESL Goal I: To use English to achieve in all academic areas and setting.</b>	
Standard C: Students will use appropriate learning strategies to construct and apply academic knowledge	
<b>Level 1. The student will:</b>	
a. begin to use learning strategies.	●
b. use illustrations and pictures for meaning.	●
c. use verbal and non-verbal cues to focus attention.	●
d. rehearse and visualize information.	●
e. use gestures and mime to get ideas across.	●
f. repeat information given orally in class.	●
g. use picture illustrations to comprehend stories.	●
h. use pictures for purposes of classification.	●
i. apply word attack skills.	●
j. use manipulatives and illustrations to elicit verbal understanding of various concepts.	●
k. find speech and writing patterns required in various content areas (e.g. intonation, stress, word boundaries, etc.).	P
l. ask assistance from teachers, peers, etc.	●
m. participate in formal spoken activities such as choral reading, poetry, plays and readings.	●
n. take dictation.	
<b>Level 2. The student will:</b>	
a. arrange events in chronological order.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
b. follow guided writing activities.	●
c. solve problems by drawing pictures.	●
d. state verbally information given in written form.	●
e. ask for opinions.	●
f. explain answers by rephrasing for clarity.	●
g. create graphs, charts, timelines, etc. from written material to illustrate or simplify data.	P
h. write short paragraphs to convey factual information.	●
i. learn to highlight text to summarize a story's main idea.	
j. describe the parts of a book, magazine, or letter.	P
k. solve problems using data from tables or graphs.	●
l. improve fluency and understanding by using such strategies as rereading, retelling and summarizing.	●
m. connect new information to prior knowledge and experience.	●
n. use a variety of resources including glossaries and dictionaries and other resource materials to clarify word meaning or improve usage.	●
o. use verbal and non-verbal context to grasp meaning.	●
p. scan entry in book to locate information for an assignment.	●
q. use key words.	●
r. learn and apply test-taking skills.	
s. filter out irrelevant input.	●
t. apply additional reading strategies such as outlining, note taking and using context clues to enhance comprehension.	P
u. use note taking skills to write down the main ideas and important points, outline and/or summarize.	
v. transfer words, concepts and structures from the native language to English.	●
<b>Level 3. The student will:</b>	
a. rephrase, explain and expand oral or written information to check comprehension.	●
b. collect and organize information.	●
c. select materials from school resources to complete a project.	●
d. write and edit with peers and independently.	●
e. begin to self-correct speech.	●
f. give oral reports.	●
g. utilize information from maps, charts, brainstorming, timelines, graphs, graphic organizers, etc. to generate questions on text and/or topics.	P
h. synthesize information based on notes from lectures.	
i. use a variety of reference sources such as newspapers, interviews, periodicals, TV, on-line resources,	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster 4 – 8	Carousel of IDEAS Program
etc. to research and report information.	
j. employ language specific to the learning task.	●
k. use subject and general world knowledge to fill gaps in understanding.	●
l. relate new information to earlier experiences and learning in other settings.	●
m. look for embedded questions in searching for answers.	
n. use context and text structure to enhance understanding.	●
o. locate information in table of contents, indices, on the Internet, etc.	●
<b>ESL Goal I: To use English to achieve in all academic areas and setting.</b>	
Standard D: Students will acquire English across the curriculum through the use of technology.	
<b>Level 1. The student will:</b>	
a. develop basic keyboard skills using the English alphabet.	
b. become familiar with the keyboard, control keys, mouse, etc. through oral instruction.	
c. learn to handle, insert, and eject disks and CDs from a computer.	
d. learn how to start and exit a computer following oral directions.	
e. identify forms, purposes and operations of technology (e.g. computer, printer, telephone, overhead projector, cassette recorder, radio, calculators, etc.).	P
f. use a simple word processing program in the classroom, media center, or computer lab.	
g. produce simple documents such as banners, flyers and calendars.	P
h. show understanding of what kind of information should be kept on the computer and what should be on a personal disk.	
i. participate in instructional activities using computer software.	
j. use the computer for testing.	
k. use technology to develop and improve reading, writing, listening and speaking skills.	P
l. record speech in English and listen to his/her recording.	●
m. use pictures, icons and graphics for meaning.	●
<b>Level 2. The student will:</b>	
a. use appropriate software to improve writing skills.	
b. identify different technological equipment and the respective functions orally.	P
c. create story outlines on word processor.	
d. record or list events of interest, ideas and/or personal experiences using appropriate software applications, such as word processing, paint programs, CD-ROMS, etc.	
e. learn to access sites on the Internet.	
f. produce a writing assignment using the computer.	
g. use scheduling guides in order to view programs or to program equipment.	

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
h. identify and use electronic resources such as computers, fax machines and phones to locate and acquire information at school, home and library.	P
i. use on-line search methods to obtain information.	
j. use visual aides and technological support for oral presentations.	P
k. explain to fellow classmates and/or teacher how to use a computer, fax machine, tape recorder, etc.	
l. communicate with other English speaking students.	●
<b>Level 3. The student will:</b>	
a. write and illustrate stories cooperatively through e-mail with other students.	
b. e-mail to communicate with other ELLs to create journals and other projects.	
c. use technology to receive and transmit information.	P
d. use electronic information sources such as indices, databases, encyclopedias and CD-ROMs.	P
e. create a booklet with illustrations for a content area project using desktop publishing program and paint program.	
f. edit documents for use in written and oral presentations.	
g. follow written directions in an instructional manual.	
h. create a video as a group project.	
i. as a class project, create an ESL newsletter with a desk-top publishing or word processing program.	
<b>ESL Goal II: To use English for all social and personal purposes.</b>	
Standard A: Students will use English to communicate and meet personal needs.	
<b>Level 1. The student will:</b>	
a. interact with others.	●
b. share and request information.	●
c. model authentic language in particular situations and settings.	●
d. initiate conversation.	●
e. answer basic question on a one-to-one basis.	●
f. convey personal information in writing.	●
g. understand and use verbal and non-verbal cues.	●
h. communicate personal needs and wishes.	●
i. learn names and titles of address.	●
j. introduce oneself and greet others.	●
k. use a calendar.	●
l. give phone numbers and addresses.	●
m. tell time.	●
n. give and carry out common commands.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
o. express quantity.	●
p. ask and tell the cost of an item, make simple purchases.	●
q. ask about and describe the weather.	●
r. ask and tell where someone is going.	●
s. ask and tell where someone or something is located.	●
t. conduct a simple phone conversation.	●
u. ask and tell about a person's physical appearance/condition.	●
v. know rooms and parts of the house and school.	●
w. talk about family relationships.	●
x. describe personal hygiene and daily routines.	●
y. summon help from 911.	●
z. begin to conduct simple transactions in written and oral form.	●
aa. understand and respond verbally using appropriate social formulae (e.g. please, thank you, etc.).	●
bb. read and write invitations, phone messages, and simple "thank you" notes.	P
cc. create lists.	●
dd. understand and respond to simple directions.	P
<b>Level 2. The student will:</b>	
a. chat on the phone and take a message.	P
b. participate as speaker/listener in group activities.	●
c. ask clarifying questions to ensure comprehension.	●
d. use learned vocabulary to read schedules, standardized messages, notes, signs for commercial advertising and traffic control, etc.	P
e. write memos and notes.	●
f. write personal letters to family and friends.	●
g. indicate interest, opinions, or preferences related to an activity verbally and/or in writing.	●
h. locate information in various sources, such as telephone directories, newspapers, etc.	●
<b>Level 3. The student will:</b>	
a. practice new language while engaging in informal and formal conversation.	●
b. demonstrate, read about, or participate in a favorite activity.	●
c. give opinions and feelings on issues, movies, etc.	●
<b>ESL Goal II: To use English for all social and personal purposes.</b>	
Standard B: Students will interact in and through spoken and written English for personal expression and enjoyment.	
<b>Level 1. The student will:</b>	
a. recount events of interest/importance.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
b. tell about favorite foods, celebrations, games, toys, etc.	●
c. express reactions to favorite books, songs, TV shows, humorous stories, situations.	P
d. share feelings and ideas.	●
e. participate in games, activities, etc.	●
f. record thoughts in writing and/or on tape cassette.	●
g. demonstrate comprehension through verbal and non-verbal communications and short statements.	●
h. use common sayings and slang with peers.	P
i. retell events.	●
j. read simple words, phrases and sentences appearing in surrounding media.	●
k. seek assistance in speaking, reading and writing.	●
l. express regret, apologize, etc.	P
<b>Level 2. The student will:</b>	
a. engage in dialogue about events of interest/importance.	●
b. discuss favorite books, songs, etc.	P
c. maintain a reading inventory of books read.	●
d. initiate games, activities, etc.	●
e. demonstrate aural/oral comprehension as a speaker/listener in social settings.	●
f. describe orally and write about participating in various social activities.	●
g. obtain information about recreational activities orally and in writing.	●
h. share social and cultural traditions and values orally and in writing.	●
i. describe orally and in writing real or imagined events.	●
j. identify and express likes and dislikes orally and in writing.	●
k. use writing skills to retell stories, write “thank you” notes, condolence notes, personal correspondence, TV plots, etc.	●
<b>Level 3. The student will.</b>	
a. write about events of interest/importance.	●
b. describe process involved in creating favorite foods, holiday celebrations and/or necessary observations or commemorations.	●
c. express humor using word plays, jokes and riddles.	P
d. teach others how to play a game, tell a joke, recite a poem, etc.	P
e. read a story to peers.	●
f. act out various characters from literature.	P
g. relate events by order of significance orally and in writing.	P
h. be able to comprehend and evaluate oral and written personal stories.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster 4 – 8	Carousel of IDEAS Program
i. comprehend a variety of media selected for personal expression and enjoyment.	●
<b>ESL Goal II: To use English for all social and personal purposes.</b> Standard C: Students will use English to participate in social and business interactions.	
<b>Level 1. The student will:</b>	
a. engage listener’s attention non-verbally and verbally.	●
b. ask and respond to questions about self and family.	●
c. describe basic physical appearance, condition and feelings.	●
d. elicit information.	●
e. ask for and give permission.	●
f. express likes, dislikes and preferences.	●
g. use non-verbal communication in social interactions.	●
h. engage in basic formal and informal social conversations.	●
i. use the protocols of English speech.	●
j. react to non-verbal messages (e.g. language, tone, volume, etc.).	●
k. practice new language in social interactions.	●
l. respond to basic questions orally in one-on-one and small group situations.	●
m. ask for, give and understand simple oral directions (e.g. how to get to the park, etc.).	●
<b>Level 2. The student will:</b>	
a. volunteer information about self, family and emotions.	●
b. restate and clarify information.	●
c. describe interests.	●
d. ask and answer questions to extend conversation.	●
e. use media for social group situations (e.g. movie listings, magazine articles, etc.).	●
f. carry out common routines in English (e.g. in the pharmacy, in the library, on public transportation, etc.).	●
<b>Level 3. The student will:</b>	
a. explain and support opinions.	●
b. discuss cultural topics.	●
c. sustain social conversation.	●
d. evaluate relevance of information.	●
e. discuss activities such as going to the park, the movies, or places where students spend leisure time.	●
<b>ESL Goal II: To use English for all social and personal purposes.</b> Standard D: Student will use appropriate learning strategies to extend their communicative competence.	
<b>Level 1. The student will:</b>	

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
a. listen to and imitate how others speak and write English.	●
b. associate icons, pictures, diagrams, etc. with words to build vocabulary.	●
c. ask about the meaning of a word using questions, body language and/or inflection.	●
d. use icons, pictures, diagrams, etc. with language to foster communication.	●
e. predict meaning from situational clues.	●
f. contribute information that is relevant for specific purposes.	●
g. try out newly acquired language.	●
h. indicate non-verbally and/or verbally that a direction in English was not understood.	●
i. respond orally to cues in a controlled conversational setting.	●
j. experiment with learned language chunks to construct meaning in oral and written forms.	●
k. recognize the meaning of words from cognates or the context in which they appear.	
l. distinguish false cognates.	
m. explore alternative ways to express one's self.	●
n. use simple language to ask for clarification.	●
o. play simple word games.	●
<b>Level 2. The student will:</b>	
a. elaborate ideas and ask others to do the same by using prompting questions.	●
b. recognize the unique styles of communication of other speakers (e.g. dialect, accent).	
c. practice learned language with an English-speaking peer.	●
d. follow verbal directions with minimal reliance on non-verbal cues.	●
e. recognize and use reduced and slang forms of speech.	P
f. use contextual clues to improve comprehension.	●
g. summarize written/oral material.	●
h. use alternative ways to improve communicative competence (e.g. use synonyms, paraphrase, summarize, etc.).	●
i. self-monitor to evaluate language development in speaking, listening, reading and writing.	●
<b>Level 3. The student will:</b>	
a. reinforce recently learned language by teaching something to a peer.	●
b. state opinions and support them with facts.	●
c. conduct a variety of personal, social and business transactions.	●
d. formulate judgments and draw conclusions from a variety of media.	●
e. use reference resources to learn and/or verify information (e.g. pronunciation and meanings from a dictionary entry, equivalents from translation dictionaries, etc.).	●
f. ask for, understand and provide clarification.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

Goals and Standards, Grade Cluster 4 – 8	Carousel of IDEAS Program
g. paraphrase written and/oral material.	●
<b>ESL Goal III: To tailor the English language for various and specific purposes and uses.</b> Standard A: Students will use the appropriate language variety according to audience, purpose and setting.	
<b>Level 1. The student will:</b>	
a. recognize differences between language used with peers and with adults.	●
b. recognize differences between formal and informal language.	●
c. recognize different speech patterns and intonation.	●
d. recognize differences between standard and vernacular English.	P
e. receive compliments and gratitude.	●
f. make appropriate formal and informal requests.	●
g. choose appropriate greetings and farewells.	●
<b>Level 2. The student will:</b>	
a. use appropriate language with peers and with adults.	●
b. use formal and informal language.	●
c. use appropriate language for a variety of settings and purposes (e.g. letter writing, speeches, in a library, in the school cafeteria, etc.).	●
d. recognize whether a topic is appropriate for the setting.	●
e. use a variety of stress, sound levels, patterns and intonations.	●
f. request information regarding appropriate language and behavior.	●
g. respond to humor appropriately.	P
<b>Level 3. The student will:</b>	
a. use humor appropriately.	P
b. respond to and use common idioms and slang appropriately.	P
c. use the appropriate language for social interactions verbally and in writing (e.g. apologizing, expressing anger, giving and receiving compliments, etc.).	●
d. use distinct language for business, school and social purposes.	●
e. reword a statement to clarify a misunderstanding in communication.	●
<b>ESL Goal III: To tailor the English language for various and specific purposes and uses.</b> Standard B: Students will use non-verbal communications appropriate to audience, purpose and setting.	
<b>Level 1. The student will:</b>	
a. use body language and gestures acceptable in the school environment.	●
b. acknowledge speech with an appropriate gesture or expression (e.g. nod, smile, frown, etc.).	●
c. acknowledge non-verbal communication and respond appropriately.	●
d. initiate non-verbal communication.	●

● = This standard is addressed by the Carousel Program.

P = This standard is partially addressed by the Carousel Program.

<b>Goals and Standards, Grade Cluster 4 – 8</b>	<b>Carousel of IDEAS Program</b>
e. use acceptable non-verbal language.	●
f. establish and maintain appropriate eye contact during conversations and lessons.	●
g. illustrate understanding through non-verbal means (e.g. nodding, pointing, etc.).	●
h. illustrate lack of understanding through non-verbal means (e.g. shrugging shoulders, knitting brows, etc.).	●
<b>Level 2. The student will:</b>	
a. adjust behavior and response to non-verbal language.	●
b. maintain appropriate distances when speaking according to situation and other speaker(s).	●
<b>Level 3. The student will:</b>	
a. clarify misunderstood gestures.	●

11/03

● = This standard is addressed by the Carousel Program.  
P = This standard is partially addressed by the Carousel Program.