

CORRELATION

NORTH CAROLINA LANGUAGE ARTS CURRICULUM and CAROUSEL OF IDEAS[®]



*Carousel of IDEAS[®] is a comprehensive language development program
that integrates listening, speaking, reading, and writing skills.*



Table of Contents

COMPETENCY GOAL 1.....	1
Kindergarten.....	1
Grade 1.....	2
Grade 2.....	2
Grade 3.....	3
Grade 4.....	4
Grade 5.....	4
COMPETENCY GOAL 2.....	5
Kindergarten.....	5
Grade 1.....	6
Grade 2.....	7
Grade 3.....	7
Grade 4.....	8
Grade 5.....	9
COMPETENCY GOAL 3.....	11
Kindergarten.....	11
Grade 1.....	11
Grade 2.....	12
Grade 3.....	12
Grade 4.....	13
Grade 5.....	13
COMPETENCY GOAL 4.....	14
Kindergarten.....	14
Grade 1.....	15
Grade 2.....	15
Grade 3.....	16
Grade 4.....	17
Grade 5.....	18
COMPETENCY GOAL 5.....	19
Kindergarten.....	19
Grade 1.....	19
Grade 2.....	20
Grade 3.....	20
Grade 4.....	21
Grade 5.....	22

Correlation between the North Carolina English Language Arts Curriculum and the *Carousel of IDEAS*[®] Program

Publisher: Ballard & Tighe, Publishers

Program Title: *Carousel of IDEAS*

Program Components (Sets 1&2): *Carousel of IDEAS* Teacher’s Edition (TE), IDEA Pictures & Words (IP&W), IDEA Picture Dictionary (IPD), Family IDEAS [Set 1 only] (FI), Carousel Connections “Clothing & Accessories” and Carousel Connections “Pets” (CC), IDEA Theme Pictures/Posters, *Carousel of IDEAS* Activity Book, set of 27 literature books

COMPETENCY GOAL 1 The learner will develop and apply enabling strategies and skills to read and write.	Carousel of IDEAS[®] Selected Supporting Citations	Meets Standards
Kindergarten		
1.01 Develop book and print awareness: <ul style="list-style-type: none"> • identify the parts of books and function of each part. • demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. • demonstrate an understanding of letters, words, and story. 	<ul style="list-style-type: none"> ■ Set 1 TE: I V 5, Lesson 6 (p. 9) and Resource Sheet #13 ■ CC Clothing & Accessories p. 14 ■ Set 2 TE: III V 1, Lesson 8 (pp. 211-212) ■ Set 2 TE Resource Sheet #40-47 	✓
1.02 Develop phonemic awareness and knowledge of alphabetic principle: <ul style="list-style-type: none"> • demonstrate understanding that spoken language is a sequence of identifiable speech sounds. • demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. • demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). 	<ul style="list-style-type: none"> ■ IPD pp. 140-141 ■ Set TE: III V 1, Lesson 4 (p. 110) and IP&W ■ Set 2 TE: Resource Sheets #40-47 ■ Set 1 TE: II V 5, Lesson 4 (p. 87), and IP&W ■ IPD pp. 69, 140 	✓
1.03 Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> • recognize and name upper and lower case letters of the alphabet. • recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. • recognize most beginning consonant letter-sound associations in one-syllable words. 	<ul style="list-style-type: none"> ■ Set 1 TE: III V 4, Lesson 4 (p. 79) and IP&W ■ Set 2 TE Resource Sheet #40, 43, 45, 46 ■ Set 1 TE: III V 7, Lessons 1-4 (pp. 160-164) and Resource Sheet #27, FI #20 	✓

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1.04 Read or begin to read: <ul style="list-style-type: none"> • read or attempt to read own dictated story. • Attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) ■ CC Clothing & Accessories (p. 14) ■ Set 2 TE: VI V 3, Lesson 4 (p. 102) and IP&W ■ Set 2 TE: VI V 5, Lesson 3 (p. 124) and IP&W 	✓
1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student’s independent reading level	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 1		
1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: <ul style="list-style-type: none"> • count syllables in a word. • blend the phonemes of one-syllable words. • segment the phonemes of one-syllable words. • change the beginning, middle, and ending sounds to produce new words. 	<ul style="list-style-type: none"> ■ IPD p. 140 and Downloadable Activity Sheets 5 and 6 ■ Set 2 TE: V V 3, Lesson 3 (p. 39) and IP&W ■ IPD pp. 23, 24 ■ CC Clothing & Accessories pp. 14, 15 	✓
1.02 Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., <i>have said, where, two</i>). 	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 14 ■ Set 2 Resource Sheet #40-47 ■ Set 2 TE: V V 5, Lesson 6 (p. 64) and IP&W ■ CC Clothing & Accessories Resource Sheet #3 	✓
1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	<ul style="list-style-type: none"> ■ Set 2 TE: V V 1, Lesson 6 (pp. 24-25) ■ Set 2 TE: V V 5, Lesson 6 (p. 64) and IP&W ■ CC Clothing and Accessories p. 14 	✓
1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 1, Lesson 5 (p. 80) ■ CC Clothing & Accessories (p. 14) ■ Set 2 TE: VI V 3, Lesson 4 (p. 102) and IP&W 	✓
1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 2		
1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.	<ul style="list-style-type: none"> ■ CC Clothing & Accessories (p. 14) ■ Set 2 TE: VII V 1, Lesson 6 (p. 149) ■ Set 2 TE: VII V 4, Lesson 3 (p. 178) and IP&W 	✓
1.02 Read most high frequency and many irregularly spelled words accurately in text.	<i>Students are asked to read a variety of texts throughout Carousel of IDEAS. This standard is better addressed by teacher observation and assessment.</i>	

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1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	<i>This standard is better addressed by teacher observation and assessment.</i>	P
1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	■ CC Clothing & Accessories p. 14	✓
1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 3		
1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	■ CC Clothing & Accessories p. 14 ■ Set 2 TE VII V 1, Lesson 6 (p. 149) ■ Set 2 TE VII V 4, Lesson 3 (p. 178) and IP&W	✓
1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	■ CC Clothing & Accessories Resource Sheet #4 ■ Set 2 TE Resource Sheet #40-47	✓
1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	■ CC Clothing & Accessories pp. 13, 14 ■ CC Pets p. 12	✓
1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. • word study. • listening. • discussion. • book talks. • book clubs. • seminars. • viewing. • role play. • studying author's craft. 	■ Set 1 TE: III V 4, Lesson 5 (p. 138) ■ Set 1 TE: III V 2, Lesson 4 (p. 121) ■ Set 2 TE: VI V 6, Lesson 3 (p. 135) ■ Set 2 TE: VIII V 4, Lesson 5 (pp. 250-251)	P
1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.	■ Set 1 TE: IV V 4, Lesson 5 (p. 199) and IPD	✓
1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • extend vocabulary. 	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	

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Grade 4		
1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 1, Lesson 6 (p. 149) ■ Set 2 TE: VII V 4, Lesson 3 (p. 178) and IP&W 	✓
1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	<ul style="list-style-type: none"> ■ CC Clothing & Accessories Resource Sheet #4 ■ Set 2 TE Resource Sheets #67-75 	✓
1.03 Identify key words and discover their meanings and relationships through a variety of strategies.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 6 (p. 209) ■ Set 2 TE: V V 2, Lesson 3 (p. 31) ■ Set 2 TE Resource Sheet #67-65 	✓
1.04 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. • word study. • knowledge of homophones, synonyms, antonyms, homonyms. • knowledge of multiple meanings of words. • writing process elements. • writing as a tool for learning. • seminars. • book clubs. • discussions. • examining the author’s craft. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 5 (pp. 250-251) ■ Set 2 TE: VII V 5, Lesson 8 (p. 197) and Resource Sheet #69 	✓
1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	<ul style="list-style-type: none"> ■ Set 1 TE: IV V 4, Lesson 5 (p. 199) and IPD 	✓
1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • expand vocabulary. 	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 5		
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.	<i>This standard is better addressed by teacher observation and assessment.</i>	
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 5 (p. 207) 	✓
1.03 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. • word study. 	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 14 ■ Set 2 TE: VIII V 4, Lesson 5 (pp. 250-251) ■ Set 2 TE: VII V 5, Lesson 8 (p. 197) and Resource Sheet #69 	P

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<ul style="list-style-type: none"> • word reference materials. • content area study. • writing process elements. • writing as a tool. • debate. • discussions. • seminars. • examining the author's craft. 	<i>Students are asked to read a variety of books throughout Carousel of IDEAS.</i>	
1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.	■ Set 1 TE: IV V 4, Lesson 5 (p. 199) and IPD	✓
1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • expand and refine vocabulary. 	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
COMPETENCY GOAL 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	Carousel of IDEAS[®] Selected Supporting Citations	Meets Standards
Kindergarten		
2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 14 ■ Set 2 TE: VIII V 1, Lesson 8 (p. 211) ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) and Resource Sheet #65 ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) 	✓
2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).	<i>Students are exposed to a variety of books including stories, nonfiction and expository materials, retellings of classics, poetry forms, and rhyming</i>	✓
2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.	<ul style="list-style-type: none"> ■ CC Clothing & Accessories pp. 12-14 ■ CC Pest p. 12 ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ Set 2 TE: V V 5, Lesson 3 (pp. 61-62) 	✓
2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	

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2.05 Predict possible events in texts before and during reading	<ul style="list-style-type: none"> ■ Set 1 TE: II V 1, Lesson 4 (p. 56) ■ Set 1 TE: IV V 2, Lesson 4 (p. 182) ■ Set 2 TE: VIII V 2, Lesson 3 (p. 219) 	✓
2.06 Understand and follow oral-graphic directions.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 2, Lesson 5 (p. 224-225) ■ Set1 TE: I V 1, Lesson 5 (p. 23) 	✓
2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 1		
2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.	<ul style="list-style-type: none"> ■ CC Clothing & Accessories pp. 12-14 ■ CC Pets 12 	✓
2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).	<ul style="list-style-type: none"> ■ CC Clothing & Accessories pp. 12-14 ■ Set 2 TE: VIII V 4, Lesson 5 (pp. 250-251) ■ FI p. 9 	P
2.03 Read and comprehend both narrative and expository text appropriate for grade one.	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 3, Lesson 5 (p. 168) ■ Set 2 TE: VI V 6, Lesson 5 (p. 137) 	✓
2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.	<ul style="list-style-type: none"> ■ CC Clothing & Accessories pp. 12-14 ■ CC Pets p. 12 ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ Set 2 TE: VI V 1, Lesson 5 (p. 79) 	✓
2.05 Predict and explain what will happen next in stories.	<ul style="list-style-type: none"> ■ Set 1 TE: II V 1, Lesson 4 (p. 56) ■ Set 2 TE: VI V 1, Lesson 5 (p. 79) ■ Set 2 TE: VII V 5, Lesson 4 (p. 192) 	✓
2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).	<ul style="list-style-type: none"> ■ Set 2 TE: V V 5, Lesson 3 (p. 62) ■ Set 2 TE Resource Sheet #69 	✓
2.07 Respond and elaborate in answering <i>what, when, where, and how</i> questions.	<ul style="list-style-type: none"> ■ Set 2 TE: V V 5, Lesson 3 (p. 62) ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ Set 1 TE: IV V 2, Lesson 4 (p. 182) ■ Set 2 TE Resource Sheet #24, 65 	✓
2.08 Discuss and explain response to <i>how, why, and what if</i> questions in sharing narrative and expository texts.	<ul style="list-style-type: none"> ■ Set 1 TE: IV V 2, Lesson 4 (p. 182) ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) 	✓
2.09 Read and understand simple written instructions.	<ul style="list-style-type: none"> ■ Set 2 TE Resource Sheet #35, 39, 48, 61 ■ CC Home Connections Activity Sheet #2 ■ IPD pp. 27, 48, 84 	✓

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Grade 2		
2.01 Read and comprehend both narrative and expository text appropriate for grade two.	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 3, Lesson 5 (p. 168) ■ Set 2 TE: VI V 6, Lesson 5 (p. 137) 	✓
2.02 Use text for a variety of functions, including literary, informational, and practical.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (pp. 257-258) ■ CC Clothing & Accessories p. 14 ■ FI p. 8 	✓
2.03 Read expository materials for answers to specific questions.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (pp. 257-258) 	✓
2.04 Pose possible <i>how</i> , <i>why</i> , and <i>what if</i> questions to understand and/or interpret text.	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) 	✓
2.05 Self-monitor own difficulties in comprehending independently using several strategies.	<i>This standard is better addressed by teacher observation and assessment.</i>	
2.06 Recall facts and details from a text.	<ul style="list-style-type: none"> ■ Set 2 TE: V V 5, Lesson 3 (p. 62) ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ Set 1 TE: IV V 2, Lesson 4 (p. 182) ■ Set 2 TE Resource Sheet #24, 65 	✓
2.07 Discuss similarities/differences in events and characters across stories.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
2.08 Interpret information from diagrams, charts, and maps.	<ul style="list-style-type: none"> ■ Set 1 TE: III V 1, Lesson 5 (p. 111) ■ Set 2 TE: III V 7, Lesson 3 (p. 163) 	✓
Grade 3		
2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ Set 2 TE: VI V 6, Lesson 5 (p. 137) ■ CC Clothing & Accessories p. 14 	✓
2.02 Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> • setting a purpose. • previewing the text. • making predictions. • asking questions. • locating information for specific purposes. • making connections. • using story structure and text organization to comprehend. 	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 14 ■ Set 2 TE: VIII V 1, Lesson 8 (p. 211) ■ Set 2 TE: VII V 5, Lesson 4 (p. 192) ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) 	✓
2.03 Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables). • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). 	<ul style="list-style-type: none"> ■ CC Pets p. 12 ■ Set 1 TE: III V 1, Lesson 5 (p. 111) ■ Set 2 TE Resource Sheet #48, 61 	P

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<ul style="list-style-type: none"> poetry (proverbs, riddles, limericks, simple poems). drama (skits, plays). 		
<p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> author’s purpose. plot. conflict. sequence. resolution. lesson and/or message. main idea and supporting details. cause and effect. fact and opinion. point of view (author and character). author’s use of figurative language (e.g., simile, metaphor, imagery). 	<ul style="list-style-type: none"> CC Clothing & Accessories p. 14 Set 2 TE: VIII V 4, Lesson 5 (pp. 250-251) Set 2 TE: VI V 4, Lesson 7 (p. 117) Set 2 TE: VI V 3, Lesson 5 (p. 104) 	P
<p>2.05 Draw conclusions, make generalizations, and gather support by referencing the text.</p>	<ul style="list-style-type: none"> Set 2 TE: VI V 4, Lesson 7 (p. 117) CC Clothing & Accessories p. 14 	✓
<p>2.06 Summarize main idea(s) from written or spoken texts using succinct language.</p>	<ul style="list-style-type: none"> Set 2 TE: VI V 6, Lesson 5 (p. 137) Set 2 TE Resource Sheet #51 	✓
<p>2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</p>	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
<p>2.08 Listen actively by:</p> <ul style="list-style-type: none"> facing the speaker. making eye contact. asking questions to clarify the message. asking questions to gain additional information and ideas. 	<ul style="list-style-type: none"> Set 2 TE: VI V 4, Lesson 7 (p. 117) <p><i>This standard is better addressed by teacher observation and assessment.</i></p>	P
Grade 4		
<p>2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).</p>	<ul style="list-style-type: none"> Set 2 TE: VII V 5, Lesson 4 (p. 193) Set 2 TE: VI V 6, Lesson 5 (p. 137) CC Clothing & Accessories p. 14 	✓
<p>2.02 Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> setting a purpose using prior knowledge and text information. making predictions. 	<ul style="list-style-type: none"> CC Clothing & Accessories p. 14 Set 2 TE: VIII V 1, Lesson 8 (p. 211) Set 2 TE: VII V 5, Lesson 4 (p. 192) Set 2 TE: VI V 4, Lesson 7 (p. 117) 	✓

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<ul style="list-style-type: none"> • formulating questions. • locating relevant information. • making connections with previous experiences, information, and ideas. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) 	
<p>2.03 Read a variety of texts, including:</p> <ul style="list-style-type: none"> • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays). 	<ul style="list-style-type: none"> ■ CC Pets p. 12 ■ Set 1 TE: III V 1, Lesson 5 (p. 111) ■ Set 2 TE Resource Sheet #48, 61 	P
<p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> • plot. • theme. • main idea and supporting details. • author’s choice of words. 	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 3, Lesson 5 (p. 104) ■ Set 2 TE: VIII V 4, Lesson 5 (p. 251) 	✓
<p>2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.</p>	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) ■ CC Clothing & Accessories p. 14 	✓
<p>2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.</p>	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 2, Lesson 5 (p. 104) ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ Set 1 TE: IV V 3, Lesson 5 (p. 191) 	✓
<p>2.07 Determine usefulness of information and ideas consistent with purpose.</p>	<p><i>This standard is not directly addressed in Carousel of IDEAS.</i></p>	
<p>2.08 Verify the meaning or accuracy of the author’s statement(s) by referencing the text or other resources.</p>	<p><i>This standard is not directly addressed in Carousel of IDEAS.</i></p>	
<p>2.09 Listen actively by:</p> <ul style="list-style-type: none"> • asking questions. • paraphrasing what was said. • interpreting speaker’s verbal and non-verbal messages. • interpreting speaker’s purposes and/or intent. 	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) <p><i>This standard is better addressed by teacher observation and assessment.</i></p>	P
<h2>Grade 5</h2>		
<p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p>	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ Set 2 TE: VI V 6, Lesson 5 (p. 137) ■ CC Clothing & Accessories p. 14 	✓

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<p>2.02 Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> • making predictions. • formulating questions. • supporting answers from textual information, previous experience, and/or other sources. • drawing on personal, literary, and cultural understandings. • seeking additional information. 	<ul style="list-style-type: none"> ■ CC Clothing & Accessories pp. 12 -14 ■ Set 2 TE: VIII V 1, Lesson 8 (p. 211) ■ Set 2 TE: VII V 5, Lesson 4 (p. 192) ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) 	✓
<p>2.03 Read a variety of texts, such as:</p> <ul style="list-style-type: none"> • fiction (tall tales, myths). • nonfiction (books of true experience, newspaper and magazine articles, schedules). • poetry (narrative, lyric, and cinquains). • drama (plays and skits). 	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
<p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> • plot development. • author’s choice of words. • effectiveness of figurative language (e.g., personification, flashback). 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 5 (p. 251) 	P
<p>2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).</p>	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) ■ CC Clothing & Accessories p. 14 	✓
<p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).</p>	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
<p>2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.</p>	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
<p>2.08 Explain and evaluate relationships that are:</p> <ul style="list-style-type: none"> • causal. • hierarchical. • temporal. • problem-solution. 	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 5, Lesson 4 (p. 193) ■ CC Clothing & Accessories p. 14 	P
<p>2.09 Listen actively and critically by:</p> <ul style="list-style-type: none"> • asking questions. • delving deeper into the topic. • elaborating on the information and ideas presented. 	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 14 ■ Set 2 TE: VIII V 1, Lesson 8 (p. 211) ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) 	P

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<ul style="list-style-type: none"> evaluating information and ideas. making inferences and drawing conclusions. making judgments. 		
2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
COMPETENCY GOAL 3 The learner will make connections through the use of oral language, written language, and media and technology.	Carousel of IDEAS[®] Selected Supporting Citations	Meets Standards
Kindergarten		
3.01 Connect information and events in text to experience.	<ul style="list-style-type: none"> CC Pets 12 Set 1 TE: III V 1, Lesson 4 (p. 110) 	✓
3.02 Discuss concepts and information in a text to clarify and extend knowledge.	<ul style="list-style-type: none"> Set 2 TE: VI V 3, Lesson 5 (p. 104) 	✓
3.03 Associate target words with prior knowledge and explore an author's choice of words.	<ul style="list-style-type: none"> Set 1 TE: III V 5, Lesson 5 (p. 148) Set 1 TE: III V 5, Lesson 8 (p. 151) Set 2 TE: V V 4, Lesson 4 (pp. 50-51) 	✓
3.04 Use speaking and listening skills and media to connect experiences and text: <ul style="list-style-type: none"> listening to and re-visiting stories. discussing, illustrating, and dramatizing stories. discovering relationships. 	<ul style="list-style-type: none"> Set 2 TE: VI V 6, Lesson 5 (p. 137) CC Clothing & Accessories p. 12 Set 2 TE: V V 4, Lesson 4 (pp. 50-51) Set 2 TE: VIII V 4, Lesson 5 (p. 251) 	✓
Grade 1		
3.01 Elaborate on how information and events connect to life experiences.	<ul style="list-style-type: none"> CC Pets 12 Set 1 TE: III V 1, Lesson 4 (p. 110) 	✓
3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	<ul style="list-style-type: none"> Set 2 TE: VII V 5, Lesson 4 (p. 193) 	✓
3.04 Share personal experiences and responses to experiences with text: <ul style="list-style-type: none"> publishing non-print texts. discussing interpretations. recording personal responses. 	<ul style="list-style-type: none"> Set 2 TE: V V 4, Lesson 4 (pp. 50-51) Set 2 TE: VI V 3, Lesson 7 (pp. 105-106) 	✓
3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	

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3.06 Discuss authors’/speakers’ use of different kinds of sentences to interest a reader/listener and communicate a message.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.07 Compare authors’ uses of conventions of language that aid readers including: <ul style="list-style-type: none"> • kinds of sentences. • capitalization of first word in a sentence and proper names. • punctuation to end a declarative and interrogative sentence. 	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 2		
3.01 Use personal experiences and knowledge to interpret written and oral messages.	<ul style="list-style-type: none"> ■ Set 2 TE: V V 4, Lesson 4 (pp. 50-51) ■ CC Clothing & Accessories, p. 14 	✓
3.02 Connect and compare information across expository selections to experience and knowledge.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.03 Explain and describe new concepts and information in own words.	<ul style="list-style-type: none"> ■ Set 1 TE: III V 5, Lesson 6 (p. 149) 	✓
3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., Read aloud by teacher, literature circles, interest groups, book clubs).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 5 (p. 251) 	✓
3.05 Locate and discuss examples of an author’s use of: <ul style="list-style-type: none"> • kinds of sentences (declarative, interrogative, exclamatory). • capitalization (titles, dates and days, names of countries). • punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations). • use of paragraphs in texts and their effects on the reader. 	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.06 Discuss the effect of an author’s choices for nouns, verbs, and modifiers which help the reader comprehend a narrative or expository text.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 3		
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character’s point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining new insights, and identifying areas for further study. 	<ul style="list-style-type: none"> ■ CC Clothing & Accessories, p.14 ■ Set 1 TE: III V 1, Lesson 4 (p. 110) ■ Set 2 TE: VI V 3, Lesson 5 (p. 104) 	P

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3.02 Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.03 Use text and own experiences to verify facts, concepts, and ideas.	<ul style="list-style-type: none"> ■ Set 2 TE: V V 4, Lesson 4 (pp. 50-51) ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) 	✓
3.04 Make informed judgments about television productions.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.05 Compare and contrast printed and visual information (e.g., graphs, charts, maps).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) ■ Set 2 TE: VIII V 2, Lesson 3 (p. 221) 	P
Grade 4		
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing the impact of authors' word choice and context. • examining the reasons for characters' actions. • identifying and examining characters' motives. • considering a situation or problem from different characters' points of view. 	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 14 	P
3.02 Analyze characters, events, and plots from different selections and cite supporting evidence.	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) 	✓
3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.04 Make informed judgments about television and film/video productions.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.05 Integrate information from two or more sources to expand understanding of text.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) ■ Set 2 TE: VIII V 2, Lesson 3 (p. 221) 	✓
Grade 5		
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing word choice and content. • examining reasons for a character's actions, taking into account the situation and basic motivation of the character. 	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 6, Lesson 5 (p. 137) ■ Set 2 TE: VII V 4, Lesson 4 (p. 179) ■ CC Clothing & Accessories p. 14 	P

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<ul style="list-style-type: none"> • creating and presenting a product that effectively demonstrates a personal response to a selection or experience. • examining alternative perspectives. 		
3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) ■ Set 2 TE: VIII V 2, Lesson 3 (p. 221) ■ Set 2 TE: VII V 4, Lesson 5 (p. 181) 	✓
3.07 Make informed judgments about: <ul style="list-style-type: none"> • bias. • propaganda. • stereotyping. • media techniques. 	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
COMPETENCY GOAL 4 The learner will apply strategies and skills to create oral, written, and visual texts.	Carousel of IDEAS[®] Selected Supporting Citations	Meets Standards
Kindergarten		
4.01 Use new vocabulary in own speech and writing.	<ul style="list-style-type: none"> ■ Set 1 TE: II V 1, Lesson 6 (pp. 58-59) ■ Set 1 TE: III V 5, Lesson 5 (pp. 148-149) 	✓
4.02 Use words that name and words that tell action in a variety of simple texts.	<ul style="list-style-type: none"> ■ Set 2 TE Resource Sheet #70 ■ Set 1 TE Resource Sheet #31 	✓
4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.	<ul style="list-style-type: none"> ■ Set 1 TE: III V 6, Lesson 5 (pp. 157-158) ■ Set 1 TE Resource Sheet #26 ■ Set 2 TE: VII V 5, Lesson 8 (p. 196) 	✓
4.04 Maintain conversation and discussions: <ul style="list-style-type: none"> • attending to oral presentations. • taking turns expressing ideas and asking questions. 	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 5, Lesson 8 (p. 197) ■ Set 2 TE: VII V 4, Lesson 5 (p. 181) ■ Set 2 TE: VIII V 1, Lesson 1 (p. 202) 	✓
4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).	<i>This standard is better addressed by teacher observation and assessment.</i>	

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4.06 Write and/or participate in writing behaviors by using authors' models of language.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 2, Lesson 3 (p. 220) 	✓
Grade 1		
4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).	<ul style="list-style-type: none"> ■ Set 1 TE: III V 5, Lesson 5 (pp. 148-149) ■ Set 1 TE: II V 1, Lesson 6 (pp. 58-59) ■ Set 2 TE Resource Sheet #65, 69 	✓
4.02 Use words that name characters and settings (who, where) and words that tell action and events (what happened, what did ___ do) in simple texts.	<ul style="list-style-type: none"> ■ Set 1 TE: III V 6, Lesson 5 (p. 157) ■ Set 2 TE Resource Sheet #69 	✓
4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as <i>frog</i> and <i>toad</i> when discussing an expository text).	<ul style="list-style-type: none"> ■ Set 1 TE Resource Sheet #31 ■ Set 2 TE Resource Sheet #70 	✓
4.04 Extend skills in using oral and written language: <ul style="list-style-type: none"> • clarifying purposes for engaging in communication. • using clear and precise language to paraphrase messages. • engaging in more extended oral discussions. • producing written products. 	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 4, Lesson 7 (p. 117) ■ Set 2 TE: VIII V 2, Lesson 3 (p. 220) ■ Set 2 TE: VI V 3, Lesson 5 (p. 104) 	P
4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 2, Lesson 3 (p. 220) ■ CC Clothing & Accessories p. 15 	✓
4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 15 ■ Set 2 TE Resource Sheet #69 	✓
Grade 2		
4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.	<i>This standard is better addressed by teacher observation and assessment.</i>	
4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.	<i>This standard is better addressed by teacher observation and assessment.</i>	
4.03 Read aloud with fluency and expression any text appropriate for early independent readers.	<ul style="list-style-type: none"> ■ CC Clothing & Accessories p. 14 ■ CC Pets p. 12 	✓
4.04 Use oral communication to identify, organize, and analyze information.	<ul style="list-style-type: none"> ■ Set 1 TE: III V 5, Lesson 5 (p. 148) ■ Set 2 TE: VII V 5, Lesson 4 (pp. 192-193) 	✓
4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 89 (p. 212) 	✓
4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) 	✓

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4.07 Compose first drafts using an appropriate writing process: <ul style="list-style-type: none"> planning and drafting. rereading for meaning. revising to clarify and refine writing with guided discussion. 	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lessons 6-8 (pp. 208-212) Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-258) 	✓
4.08 Write structured, informative presentations and narratives when given help with organization.	<ul style="list-style-type: none"> Set 2 TE: VII V 5, Lesson 4 (pp. 192-193) Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-258) 	✓
4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 3		
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.	<ul style="list-style-type: none"> CC Clothing & Accessories p. 14 CC Pets p. 12 	✓
4.02 Use oral and written language to: <ul style="list-style-type: none"> present information in a sequenced, logical manner. discuss. sustain conversation on a topic. share information and ideas. recount or narrate. answer open-ended questions. report information on a topic. explain own learning. 	<ul style="list-style-type: none"> Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-258) Set 1 TE: IV V 2, Lessons 2-3 (pp. 180-182) Set 1 TE: III V 6, Lesson 5 (p. 157) Set 1 TE: IV V 4, Lesson 6 (pp. 200-201) Set 2 TE Resource Sheet #69 	✓
4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).	<ul style="list-style-type: none"> Set 1 TE: III V 5, Lesson 6 (p. 149) Set 2 TE: VII V 2, Lesson 9 (p. 162) CC Pets p. 13 	✓
4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).	<ul style="list-style-type: none"> Set 2 TE: VII V 5, Lessons 5-6 (pp. 192-195) Set 1 TE: II V 5, Lesson 7 (p. 90) and FI p. 8 	✓
4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lessons 6-9 (pp. 208-212) 	✓
4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lessons 6-9 (pp. 208-212) 	✓
4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
4.08 Focus reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> clarifying ideas. adding descriptive words and phrases. 	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lesson 6 (p. 209) Set 2 TE: VIII V 1, Lesson 9 (p. 212) 	✓

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<ul style="list-style-type: none"> sequencing events and ideas. combining short, related sentences. strengthening word choice. 		
4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lesson 8 (p. 212) Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-257) Set 2 TE Resource Sheet #69 	✓
4.10 Explore technology as a tool to create a written product.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 4		
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	<ul style="list-style-type: none"> CC Clothing & Accessories p.14 CC Pets p. 12 	✓
4.02 Use oral and written language to: <ul style="list-style-type: none"> present information and ideas in a clear, concise manner. discuss. interview. solve problems. make decisions. 	<ul style="list-style-type: none"> Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-258) Set 1 TE: IV V 2, Lessons 2-3 (pp. 180-182) Set 2 TE: VIII V 1, Lesson 6 (p. 209) 	P
4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lesson 10 (p. 213) 	✓
4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	<ul style="list-style-type: none"> Set 2 TE: VII V 5, Lessons 5, 6 (pp. 192-195) Set 1 TE: II V 5, Lesson 7 (p. 90) and FI p. 8 	✓
4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lesson 8 (p. 212) Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-257) 	✓
4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lesson 8 (p. 212) Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-257) Set 2 TE Resource Sheet #69 CC Pets p. 15 	✓
4.08 Focus revision on a specific element such as: <ul style="list-style-type: none"> word choice. sequence of events and ideas. transitional words. sentence patterns. 	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lessons 6-9 (p. 208-212) Set 2 TE Resource Sheet #65 	✓
4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	<ul style="list-style-type: none"> Set 2 TE: VIII V 1, Lesson 8 (p. 212) Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-257) 	P

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4.10 Use technology as a tool to gather, organize, and present information.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
Grade 5		
4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 9 (p. 212) ■ CC Clothing & Accessories p. 14 ■ CC Pets p. 12 	✓
4.02 Use oral and written language to: <ul style="list-style-type: none"> • formulate hypotheses. • evaluate information and ideas. • present and support arguments. • influence the thinking of others. 	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 3, Lesson 5 (p. 168) ■ Set 2 TE: VIII V 1, Lesson 5 (p. 207) 	P
4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	■ Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-257)	P
4.04 Select a self-evaluated composition for publication and justify rationale for selection.	■ Set 2 TE: VIII V 4, Lessons 10 (p. 258)	P
4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	<ul style="list-style-type: none"> ■ Set 2 TE: VII V 5, Lessons 5-6 (p. 192-195) ■ Set 1 TE: II V 5, Lesson 7 (p. 90) and FI p. 8 	✓
4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 8 (p. 212) ■ Set 2 TE: VIII V 4, Lessons 8-9 (p. 256-257) 	✓
4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
4.08 Focus revision on target elements by: <ul style="list-style-type: none"> • improving word choice. • rearranging text for clarity. • creating simple and/or complex sentences for clarity or impact. • developing a lead, characters, or mood. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lessons 6-9 (pp. 208-212) ■ Set 2 TE Resource Sheet #65 	✓
4.09 Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 8 (p. 212) ■ Set 2 TE: VIII V 4, Lessons 8-9 (pp. 256-257) ■ CC Pets p. 16 	P
4.10 Use technology as a tool to enhance and/or publish a product.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	

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COMPETENCY GOAL 5 The learner will apply grammar and language conventions to communicate effectively.	Carousel of IDEAS[®] Selected Supporting Citations	Meets Standards
Kindergarten		
5.01 Develop spelling strategies and skills by: <ul style="list-style-type: none"> representing spoken language with temporary and/or conventional spelling. writing most letters of the alphabet. analyzing sounds in a word and writing dominant consonant letters. 	<ul style="list-style-type: none"> Set 1 TE: II V 1, Lesson 7 (p. 59) Set 2 TE Resource Sheet #51 Set 2 TE: VI V 6, Lesson 8 (p. 140) <p><i>Students are asked to write a variety of captions and sentences throughout Carousel of IDEAS.</i></p>	✓
5.02 Use capital letters to write the word I and the first letter in own name.	<ul style="list-style-type: none"> Set 1 TE: III V 7, Lesson 2 (pp. 161-162) 	✓
Grade 1		
5.01 Use phonic knowledge and basic patterns (e.g., <i>an, ee, ake</i>) to spell correctly three- and four-letter words.	<ul style="list-style-type: none"> Set 2 TE: VI V 6, Lesson 8 (p. 140) Set 2 TE Resource Sheet #40-47 <p><i>Students are asked to write a variety of captions and sentences throughout Carousel of IDEAS.</i></p>	✓
5.02 Apply phonics to write independently, using temporary and/or conventional spelling.	<ul style="list-style-type: none"> Set 1 TE: I V 1, Lessons 4-5 (pp. 56-58) Set 2 TE: V V 2, Lesson 6 (p. 34) Set 2 TE: V V 4, Lesson 9 (p. 57) Set 2 TE Resource Sheet #65, 69 	✓
5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.	<ul style="list-style-type: none"> Set 2 TE: III V 7, Lesson 2 (pp. 161-162) 	✓
5.04 Use complete sentences to write simple texts.	<ul style="list-style-type: none"> Set 2 TE: V V 2, Lesson 6 (p. 34) Set 2 TE: V V 4, Lesson 9 (p. 57) Set 2 TE Resource Sheet #65, 69 	✓
5.05 Use basic capitalization and punctuation: <ul style="list-style-type: none"> first word in a sentence. proper names. period to end declarative sentence. question mark to end interrogative sentence. 	<ul style="list-style-type: none"> CC Clothing & Accessories Resource Sheet #4 Set 2 TE: VIII V 4, Lesson 3 (p. 249) Set 2 TE: VIII V 1, Lesson 8 (p. 212) 	✓
5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).	<ul style="list-style-type: none"> Set 2 TE: VIII V 4, Lesson 10 (p. 258) 	✓

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Grade 2		
5.01 Spell correctly using: <ul style="list-style-type: none"> • previously studied words. • spelling patterns. • analysis of sounds to represent all the sounds in a word in one’s own writing. 	<i>Students are asked to write a variety of captions and sentences throughout Carousel of IDEAS. This standard is better addressed by teacher observation and assessment.</i>	
5.02 Attend to spelling, mechanics, and format for final products in one’s own writing.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 7 (p. 210) and Resource Sheet #68 ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) and Resource Sheet #68 	✓
5.03 Use capitalization, punctuation, and paragraphs in own writing.	<ul style="list-style-type: none"> ■ Set 2 TE: V V 2, Lesson 6 (p. 34) ■ Set 2 TE: V V 4, Lesson 9 (p. 57) ■ Set 2 TE Resource Sheet #65, 69 ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) 	✓
5.04 Use the following parts of the sentence: <ul style="list-style-type: none"> • subject. • predicate. • modifier. 	<ul style="list-style-type: none"> ■ Set 2 TE: VI V 3, Lesson 8 (p. 107) 	✓
5.05 Use editing to check and confirm correct use of conventions: <ul style="list-style-type: none"> • complete sentences. • correct word order in sentences. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lessons 6-7 (pp. 208-210) and Resource Sheet #68 ■ Set 2 TE: VIII V 3, Lesson 9 (p. 243) 	✓
5.06 Use correctly in written products: <ul style="list-style-type: none"> • letter formation, lines, and spaces to create readable documents. • plural forms of commonly used nouns. • Common, age – appropriate contractions. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) 	P
Grade 3		
5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 2, Lesson 5 (p. 225) ■ Set 2 TE: VIII V 2, Lesson 8 (p. 229) 	✓
5.02 Use correct subject/verb agreement.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 3, Lesson 7 (p. 241) ■ Set 2 TE: VIII V 3, Lesson 8 (p. 242) ■ Set 2 TE: V V 1, Lesson 6 (p. 24) ■ Set 2 TE: VIII V 1, Lessons 7-8 (pp. 210, 212) 	✓
5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 3, Lesson 8 (p. 242) ■ Set 2 TE: V V 1, Lesson 6 (p. 24) ■ Set 2 TE: VIII V 1, Lessons 7, 8 (pp. 210, 212) 	✓

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5.04 Compose two or more paragraphs with: <ul style="list-style-type: none"> • topic sentences. • supporting details. • appropriate, logical sequence. • sufficient elaboration. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) 	✓
5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 3, Lesson 8 (p. 242) ■ Set 2 TE: V V 1, Lesson 6 (p. 24) ■ Set 2 TE: VIII V 1, Lessons 7-8 (pp. 210, 212) 	✓
5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lesson 7 (p. 210) and Resource Sheet #68 ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) and Resource Sheet #68 	✓
5.07 Edit (with assistance) to use conventions of written language and format.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 1, Lessons 6-7 (pp. 208-210) and Resource Sheet #68 ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) and Resource Sheet #68 	✓
5.08 Create readable documents with legible handwriting.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) 	✓
Grade 4		
5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
5.02 Demonstrate understanding in speaking and writing by appropriate usage of: <ul style="list-style-type: none"> • pronouns. • subject/verb agreement. • verb tense consistency. • subject consistency. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 3, Lesson 7 (p. 241) ■ Set 2 TE: VIII V 3, Lesson 8 (p. 242) ■ Set 2 TE: VIII V 1, Lessons 7-8 (pp. 210, 212) 	✓
5.03 Elaborate information and ideas in writing and speaking by using: <ul style="list-style-type: none"> • simple and compound sentences. • regular and irregular verbs. • adverbs. • prepositions. • coordinating conjunctions. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) ■ Set 2 TE: VIII V 3, Lesson 8 (p. 242) 	✓
5.04 Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences. • specific, relevant details. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) 	✓

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<ul style="list-style-type: none"> • logical progression and movement of ideas. • coherence. • elaboration. • concluding statement related to the topic. 		
5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) ■ Set 2 TE: VIII V 3, Lesson 9 (p. 243) ■ Set 1 TE: III V 5, Lesson 3 (p. 147) and IPD 	✓
5.07 Use established criteria to edit for language conventions and format.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) and Resource Sheet #68 ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) and Resource Sheet #68 	✓
5.08 Demonstrate evidence of language cohesion by: <ul style="list-style-type: none"> • logical sequence of fiction and nonfiction retells. • time order sequence of events. • sustaining conversations on a topic. 	<ul style="list-style-type: none"> ■ Set 1 TE: III V 5, Lesson 6 (p. 149) ■ Set 2 TE: VIII V 2, Lesson 3 (p. 220) ■ Set 2 TE Resource Sheet #69 	✓
5.09 Create readable documents through legible handwriting and/or word processing.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) 	✓
Grade 5		
5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
5.02 Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> • troublesome verbs. • nominative, objective, and possessive pronouns 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) ■ Set 2 TE: VIII V 3, Lesson 8 (p. 242) 	✓
5.03 Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> • prepositional phrases. • transitions. • coordinating and/or subordinating conjunctions. 	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 9 (p. 257) ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) ■ Set 2 TE: VIII V 3, Lesson 8 (p. 242) 	✓
5.04 Determine the impact of word choice on written and spoken language.	<i>This standard is not directly addressed in Carousel of IDEAS.</i>	
5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.	<i>This standard is better addressed by teacher observation and assessment.</i>	
5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) 	✓

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	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 3, Lesson 9 (p. 243) ■ Set 1 TE: III V 5, Lesson 3 (p. 147) and IPD 	
5.07 Edit final product for grammar, language conventions, and format.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) ■ Set 2 TE: VIII V 1, Lesson 8 (pp. 211-212) ■ Set 2 TE: VIII V 3, Lesson 9 (p. 243) 	✓
5.08 Create readable documents through legible handwriting and word processing.	<ul style="list-style-type: none"> ■ Set 2 TE: VIII V 4, Lesson 10 (p. 258) 	✓

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