



Grades K–5

Carousel of IDEAS

English Language Development Program

Scope and Sequence

Scope & Sequence Preview

Carousel of IDEAS

English Language Development Program

Carousel of IDEAS is a comprehensive, research-based language development program for K–5 English learners. Carousel provides students with daily opportunities for reading, writing, listening, and speaking. The variety of activities and teaching strategies supports differentiated instruction for a wide range of learning styles and student abilities from newcomers to advanced.

Take a look at the preview of the *Carousel of IDEAS* scope and sequence to see the systematic, four skills approach that leads up to tasks and activities using integrated skills. The program is organized by vocabulary, grammar forms, and language function/tasks.

Enjoy the preview, and [please reach out](#) with any questions or if you'd like a closer look at [Carousel of IDEAS](#) or any of our other award-winning English language development programs.

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Beginning English Language Learners Unit 1: My Community

Chapter 1: My Family

Key Chapter Functions	Target Forms
Naming people	Nouns (e.g., <i>teacher, mother, boy</i>)
Responding to commands	Imperative (e.g., <i>Stand up. Raise your hand. Point to the man.</i>)
Asking and answering simple questions	Sentence structures (e.g., <i>What is your name? My name is ____.</i>)
Using social language	Sentence structures (e.g., <i>Thank you. You're welcome.</i>)

Chapter 2: My School

Key Chapter Functions	Target Forms
Naming places and things	Nouns (e.g., <i>desk, book, bathroom</i>)
Responding to commands	Imperative (e.g., <i>Take the ball. Show me the window.</i>)
Asking and answering simple <i>yes/no</i> questions	Sentence structures, nouns (e.g., <i>Is this the desk? Yes., Is this the clock? No.</i>)
Using social language	Sentence structures (e.g., <i>Hello. Good morning.</i>)

Chapter 3: Count Me In

Key Chapter Functions	Target Forms
Responding to commands	Imperative, prepositions (e.g., <i>Put the 2 in the box. Put the 9 on top of the 10. Put the 5 in front of the 6.</i>)
Answering <i>how many</i> questions with numerals	Sentence structures, nouns (e.g., <i>How many chairs are at your table? How many flags are in the room?</i>)
Using social language	Sentence structures (e.g., <i>How are you today? Fine, thank you., When is your birthday? My birthday is ____.</i>)

Chapter 4: Color My World

Key Chapter Functions	Target Forms
Responding to commands	Imperative, prepositions (e.g., <i>Put the black between the red and orange. Put the green by the blue.</i>)
Naming things	Sentence structures, nouns, articles (e.g., <i>I have an eraser. I have a ball.</i>)
Describing things	Nouns, adjectives (e.g., <i>a brown desk, a red book, a purple ball</i>)

Chapter 5: The Amazing Human Body

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with <i>-s</i> (e.g., <i>hand/hands, eye/eyes, leg/legs</i>)
Responding to commands	Imperative (e.g., <i>Touch your neck. Touch your face. Look at the board.</i>)
Making statements about immediate world	Sentence structures, nouns (e.g., <i>I wash my hands. I wash my face.</i>)

Beginning English Language Learners

Unit 2: My Larger Community

Chapter 1: The People Around Me

Key Chapter Functions	Target Forms
Naming people	Nouns, regular plurals with –s (e.g., <i>grandmother/grandmothers, nurse/nurses</i>)
Renaming people	Sentence structures, subject pronouns (e.g., <i>She has white hair. They go to the same school.</i>)
Describing people	Sentence structures, adjectives (e.g., <i>The baby is young. Grandma Lee is old.</i>)
Describing actions	Sentence structures, subject pronouns, present tense verbs (e.g., <i>She helps me. They help me.</i>)
Asking for help	Sentence structures (e.g., <i>I don't understand. Will you help me?</i>)

Chapter 2: School Days

Key Chapter Functions	Target Forms
Naming places and things	Nouns, regular plurals with –s and –es (e.g., <i>page/pages, bench/benches</i>)
Responding to commands	Imperative, prepositions (e.g., <i>Put the page next to the box. Put the bars, bench, and scissors in a row.</i>)
Answering simple or questions	Sentence structures, nouns (e.g., <i>Is this a library or an office? Office.</i>)
Describing what kind	Sentence structures, adjectives (e.g., <i>He is an excellent student. Jody is late.</i>)
Describing how	Adverbs (e.g., <i>very</i>)

Chapter 3: I'm Counting on You

Key Chapter Functions	Target Forms
Responding to commands	Imperative, prepositions (e.g., <i>Put three buttons on the desk. Take two buttons off the desk.</i>)
Describing how many	Adjectives (e.g., <i>two hands, six teachers</i>)
Answering questions about numbers on a graph	Sentence structures, nouns (e.g., <i>How many cousins does Joe have? 14., Does Minh have 16 or 18 cousins? 18.</i>)
Describing what kind	Adjectives, nouns (e.g., <i>little hands, excellent teachers, red flags</i>)
Making statements about immediate world	Sentence structures, subject pronouns, present tense verbs, adjectives, nouns (e.g., <i>We need blue crayons. She has five balls. He wants excellent teachers.</i>)

Chapter 4: Our Animal Friends

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with –s and –ies (e.g., <i>bird/birds, puppy/puppies</i>)
Answering <i>yes/no</i> questions in complete sentences	Sentence structures, subject pronouns, nouns (e.g., <i>Is this a monkey? Yes, it is a monkey., Is this a bird? No, it is a cat.</i>)
Making statements about immediate world	Sentence structures, present tense verbs, nouns (e.g., <i>I am human. He is a boy. They are animals.</i>)
Describing qualities	Sentence structures, nouns, adjectives (e.g., <i>The kitten is cute. The rabbit is soft.</i>)
Describing location	Sentence structures, prepositions, nouns (e.g., <i>The turtle is on the table. The bird is under the clock. The rabbit is beside the door.</i>)
Expressing ability and permission	Sentence structures, modals (e.g., <i>The dog can run. The kitten may not sleep on the table.</i>)

Chapter 2: Dress for Success

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with –s and –es (e.g., <i>shirt/shirts, watch/watches</i>)
Asking and answering <i>what</i> questions	Sentence structures, present progressive tense verbs, nouns (e.g., <i>What is she wearing? She is wearing a dress.</i>)
Making and responding to requests	“May I” questions, present tense verbs, nouns (e.g., <i>May I have the shirt? Yes, here it is., May I have the shoes? Yes, here they are.</i>)
Describing location	Prepositional phrases (e.g., <i>in the middle, on top</i>)
Describing what kind	Adjectives, antonyms (e.g., <i>new/old, big/little</i>)

Chapter 3: Numbers Everywhere

Key Chapter Functions	Target Forms
Making and responding to requests	“May I” questions, present tense verbs (e.g., <i>May I have the number 30? Yes, here it is.</i>)
Responding to commands	Imperative, prepositions (e.g., <i>Put the 78 under the box. Put the 62, 63, and 64 in a row.</i>)
Describing when	Nouns (e.g., <i>yesterday, today, tomorrow</i>)

Chapter 4: Farm Animals—Great and Small

Key Chapter Functions	Target Forms
Naming things	Nouns, irregular plurals (e.g., <i>pig/pigs, sheep/sheep</i>)
Describing actions	Sentence structures, nouns, present progressive tense verbs (e.g., <i>The duck is flying.</i>)
Describing things	Sentence structures, adjectives (e.g., <i>Horses are big. Horses are brown, white, black, and other colors.</i>)
Describing feelings	Adjectives (e.g., <i>scared, excited</i>)
Describing what kind	Adjectives, antonyms (e.g., <i>light/dark</i>)

Chapter 5: Food—Our Bodies’ Fuel

Key Chapter Functions	Target Forms
Naming things	Nouns, regular plurals with –s, –es, –ies, irregular plurals (e.g., <i>bean/beans, sandwich/sandwiches, strawberry/strawberries, corn/corn</i>)
Responding to commands	Imperative, prepositions, nouns (e.g., <i>Put the jello on top of the table. Pick up the sandwich, and knock on the door.</i>)
Making requests	“May I” questions (e.g., <i>May I have the corn?</i>)
Asking <i>who</i> , <i>what</i> , and <i>where</i> questions	Sentence structures, present tense verbs, nouns (e.g., <i>Who has the cheese? Where is the watermelon? What does Kristin have?</i>)
Expressing likes and dislikes	Sentence structures (e.g., <i>Yes, I liked it. No, I did not like it.</i>)
Describing things	Sentence structures, nouns, adjectives (e.g., <i>The cake is sweet. The lemon is sour.</i>)
Expressing emphasis	Exclamations, contractions (e.g., <i>I love it! Don’t run!</i>)

Intermediate English Language Learners

Unit 5: The World Around Me

Chapter 1: From Here to There

Key Chapter Functions	Target Forms
Comparing and contrasting	Comparative structures, conjunctions (e.g., <i>An airplane is bigger than a bicycle./Airplanes fly in the air, but trains travel on the ground.</i>)
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Where does a bus travel?/How will you get there?</i>)
Describing objects in space (location)	Prepositions (e.g., <i>A sailboat travels on water.</i>)
Classifying	Simple present tense, conjunctions (e.g., <i>Airplanes, ships, trains, and moving vans are used for business purposes.</i>)
Describing actions	Future tense verbs (e.g., <i>I will ride my bicycle.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)

Chapter 2: One Day at a Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What do you do on Mondays?</i>)
Describing actions	Simple present and future tense verbs (e.g., <i>On Mondays, I go to school./Next Sunday I will visit my grandmother.</i>)
Comparing and contrasting	Comparative structures (e.g., <i>Sunday is warmer than Monday.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Sequencing events	Signal words showing chronological order (e.g., <i>First, Cesar's family sold its farm in Arizona. Next, Chavez decided to form a union to help all migrant workers. Finally, farm owners agreed to pay migrant workers more money.</i>)

Chapter 3: Just for Fun

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Who has the soccer ball?/Whose toy is it?</i>)
Comparing and contrasting	Comparative structures (e.g., <i>The balloon is lighter than the wagon.</i>)
Expressing likes and dislikes	Present tense verbs, conjunctions (e.g., <i>I like guitars because they make music./I don't like whistles because they are loud.</i>)
Describing possession	Possessive pronouns (e.g., <i>The toy is mine./The doll is hers.</i>)
Identifying main idea & supporting details	Present tense verbs, complex sentences (e.g., <i>The main idea of the poem is that sharing is the right thing to do./A detail is that Hugh shared his airplane with Sue.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)

Chapter 6: Tool Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Have you seen the ladder?/What did you give him?</i>)
Describing things	Nouns, present tense verbs, adverbs, adjectives (e.g., <i>A screwdriver is used to loosen and tighten screws./The hammer is too loud.</i>)
Expressing advice	Modals (e.g., <i>They should use a saw.</i>)
Expressing needs	Nouns, present tense verbs (e.g., <i>They need a hose and a rake.</i>)
Describing actions	Adverbs, present and past tense verbs (e.g., <i>I always brush my teeth in the morning./She left her key on the table.</i>)
Predicting	Future tense verbs (e.g., <i>I think this book will be about ...</i>)
Confirming predictions	Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i>)
Distinguishing reality from fantasy	Modals, present perfect tense, conjunctions (e.g., <i>The part about Paul having a pet named Babe could have happened./It's not true because animals can't talk.</i>)

Early Advanced English Language Learners

Unit 7: Settings and Situations

Chapter 1: Dollars & Cents

Key Chapter Functions	Target Forms
Classifying/categorizing	Nouns, conjunctions, adjectives (e.g., <i>The pencils, notebook, and markers are cheap.</i>)
Comparing and contrasting	Comparative structures, superlatives (e.g., <i>The computer is more expensive than the table./The notebook is the cheapest.</i>)
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Didn't they have \$20 yesterday?</i>)
Describing actions	Conditional form (e.g., <i>If I have money, I will buy a new shirt.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted _____. My prediction was/was not correct because _____.)</i>
Describing things	Present tense verbs, idioms (e.g., <i>Those are a dime a dozen./It costs an arm and a leg.</i>)

Chapter 2: It's About Time

Key Chapter Functions	Target Forms
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>What were you doing at 7:30 last night?</i>)
Summarizing	Complex sentences (e.g., <i>In summary, people have made many improvements in the way we tell time.</i>)
Describing actions	Reflexive pronouns, verb tenses (e.g., <i>I am buying a watch for myself./They take care of themselves.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted _____. My prediction was/was not correct because _____.)</i>
Describing when	Prepositions, present perfect tense (e.g., <i>I have been at school since 8:00 A.M.</i>)

Advanced English Language Learners

Unit 8: On the Go

Chapter 1: Vocations and Occupations

Key Chapter Functions	Target Forms
Expressing likes and dislikes	Modals, conjunctions, complex sentences (e.g., <i>I wouldn't want to be a veterinarian because seeing the sick animals would make me too sad./When I grow up, I want to be a pharmacist.</i>)
Describing people	Relative pronouns (e.g., <i>A butcher is a person who cuts meat at the grocery store.</i>)
Connecting ideas	Conjunctive adverbs (e.g., <i>She wants to be an engineer. Therefore, she is going to study engineering in college.</i>)
Describing actions	Active v. passive voice (e.g., <i>The musician played the guitar. The guitar was played by the musician.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted _____. My prediction was/was not correct because ____.</i>)

Chapter 2: Celebrate!

Key Chapter Functions	Target Forms
Describing events: who, when, why, and how	Sentence structure (e.g., <i>Many people in the United States celebrate Thanksgiving. People celebrate Thanksgiving on the fourth Thursday of every November. People celebrate Thanksgiving to express thanks for their families, friends, good health, and other things. People celebrate Thanksgiving by getting together with family and friends and eating a big meal.</i>)
Making inferences	Complex sentences (e.g., <i>Since this stanza is about something that is different colors and falling, we can infer that the writer is talking about fall leaves.</i>)
Asking and answering questions	Verbs and verb phrases in questions (e.g., <i>Would you like to go on vacation next summer?</i>)
Expressing preferences and likes	Modals (e.g., <i>I would rather be a ghost than a witch for Halloween./I would like to visit New York in the fall.</i>)
Describing actions and states of being	Progressive perfect and future perfect tense verbs (e.g., <i>Jana has been studying English for six months./Next winter, I will have been living in California for 20 years.</i>)
Predicting	Future tense verbs (e.g., <i>I predict that this book will be about ____.</i>)
Confirming predictions	Past tense verbs (e.g., <i>I predicted _____. My prediction was/was not correct because ____.</i>)
Describing when	Adverbs (e.g., <i>She already finished her holiday shopping./I don't live in Miami anymore.</i>)