

ELD Matrix of Grammatical Forms Correlation to *Carousel of IDEAS*, 4th Edition (Unit, Chapter, Lesson)

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
DESCRIBING ACTIONS & STATES OF BEING: VERBS	<p>Understand and begin to produce the following verbs for observable actions and descriptions:</p> <p>Present tense</p> <ul style="list-style-type: none"> • <i>be</i> (2,7,2) • <i>have</i> (2,3,3) • <i>like</i> • <i>need</i> (2,3,3) • <i>want</i> (2,3,3) <p>Present progressive-statements <i>Ex: walking, reading, planning, running</i> (1,1,2)</p> <p>Imperative (receptive) <i>Ex: point to, pick up, stand up</i> (1,1,2/3)</p> <p>Auxiliary respond with action, yes/no, or single word to routine questions with <i>can</i> and <i>do</i> (<i>Can I help you? Do you need a ___? Can a bird fly? Does a square have three sides?</i>)</p>	<p>Learn to understand and produce for observable actions and descriptions:</p> <p>Present tense <i>Including: be, do, have, like, need, want, see, know</i> (<i>I like my dog, She likes cats. He is a boy. I have two sisters.</i>) (2,5,2)</p> <p>Present progressive statements & questions <i>Ex: play, read, work, eat, drink</i> (<i>She is laughing. Is she reading?</i>) (5,6,5)</p> <p>Past progressive <i>was, were</i> (<i>Ex: was walking, were walking</i>) (2,4,3) (6,3,3)</p> <p>Routine statements & questions using <i>who, what, where, when</i> and <i>how</i>. (<i>What is your name? What can a dog do? A dog can bark. How old are you? How are you? Where is ___? I like baseball. She is my sister.</i>) (1,3,6) (3,2,6) (5,1,2/3) <i>Lesson 4 of every chapter.</i></p> <p>Statements and questions with <i>there is</i> and <i>there are</i> (3,5,1)</p> <p>Future tense <i>going to, will</i> (5,1,3/4/5) (5,3,2/4) (5,4,4)</p> <p>Imperatives such as: <i>Please be quiet. Play soccer with me. Bring your book.</i> (5,3,1)</p> <p>Auxiliary <i>do</i>, and <i>can</i> in routine questions and statements. (<i>Do you have/need a pencil? How do you spell your name? Can you see the board? Yes, I can. Can you help me? I can help you. May I go to the bathroom?</i>) (2,4,6) (4,5,1) (5,2,1)</p>	<p>Learn to understand and produce regular & irregular past tense verbs in:</p> <ul style="list-style-type: none"> ▪ Positive/negative statements <i>Ex: lived, walked, went, did not live, did not go</i> (5,2,1) (5,3,5) (5,4,5) (5,5,5) (6,1,5) (6,3,5) 6,6,5) ▪ Positive/negative question <i>Ex: were/weren't, did/didn't, could/couldn't, was/wasn't</i> (5,2,4) (5,4,5) (6,2,3) (6,3,4) (6,4,5)(7,1,2) (8,3,3) <p>Past progressive (add use of the negative) <i>Ex: was/were not, were not walking</i> (5,3,5) (6,2,3) (6,3,3)</p> <p>Contractions <i>Ex: I'm, I'll, can't</i> (5,5,3) (6,2,3) (6,3,3)</p> <p>Present perfect tense with routine statements and questions <i>have/ has + past participle</i> (6,5,3) (6,6,1)</p> <p>Formulating Questions with <i>who, what, where, when, how many, how much, why</i> 5,2,2)(5,6,3)(6,3,6)(6,4,5)(6,6,3)</p> <p><i>Formulating above questions with do and does</i> (5,1,2)(5,2,1)(6,3,6)(7,1,2)(8,3,3)</p> <p>Statements and questions with <i>there was</i> and <i>there were</i> (5,4,2)</p> <p>Imperatives such as: <i>Stop doing that, please. Let's play soccer now.</i> (5,3,1)</p> <p>Auxiliary verbs <i>may, might, must, should, could,</i> (6,1,4)(6,3,4)(7,4,2) (8,1,4)</p> <p>Exclamations such as: <i>What a great idea!</i></p> <p>Simple idioms such as: <i>Give me a break. It's raining cats and dogs.</i> (1,5,6) (4,6,2)(5,3,6)</p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p>Present & past perfect <i>have/has/had + past participle</i>(6,5,3) (6,61) (7,5,5)</p> <p>Positive/negative statements: <i>I have studied ballet since I was six. Kennedy hadn't been president long</i> (7,5,5)</p> <p>Questions <i>How long have you ___?</i> (6,5,3)(6,6,1)(7,5,5)</p> <p>Phrasal verbs <i>Turn on the light. Turn the light on. Clear your desks off. Clear off your desks.</i> (7,4,3)</p> <p>Statements and questions with <i>there will be/there has been</i> (7,3,3)</p> <p>Conditional statements and questions using <i>if</i> and auxiliary verbs <i>would, will, may, might, must, can could, should</i> (<i>If we see a brown bear, we will not feed him</i>) (7,1,3) (7,2,2) (8,3,4)</p> <p>Synonyms <i>Ex: responded, cried; stroll, hike, march</i></p> <p>Exclamations such as: <i>You have got to be kidding!</i></p> <p>Less obvious idioms such as: <i>Hit the ceiling, scared silly, lend me a hand</i> (5,3,6) (7,1,1)(7,1,5)(8,1,4)</p>	<p>Learn to understand and produce verb tenses appropriate to the situation:</p> <p>Progressive, future and conditional perfect tenses <i>She has been studying, She will have been studying, If she had studied, she would have done better.</i> (7,5,5) (8,2,3) (8,4,5)</p> <p>Passive voice <i>It was written by... This picture of a grizzly bear was taken by my grandfather.</i> (6,1,1) (8,1,3)</p> <p>Conditional statements using <i>unless:</i> <i>Unless I turn in my essay, I won't be able to go to recess.</i></p> <p>Auxiliary: <i>ought, will/shall</i> (<i>We ought to check in the book</i>) (8,2,2)</p> <p>Prefer to/would rather (8,2,2)</p> <p>Exclamation such as: <i>That's beyond belief!</i></p>

ELD Matrix of Grammatical Forms Correlation to Carousel of IDEAS, 4th Edition (Unit, Chapter, Lesson)

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
NAMING PEOPLE, PLACES, THINGS: NOUNS & ARTICLES	<p>Singular and plural common nouns in students' immediate world (1,4,5) (2,2,3)</p> <p>Regular plurals</p>	<p>Countable nouns using articles <i>the, a, an</i> (2,2,3) (3,6,5)</p> <p>Collective nouns <i>Ex: team, group</i></p> <p>Difficult plurals <i>Ex: boxes, roses, faces</i> (2,2,2) (5,4,2) (5,5,2)</p>	<p>Uncountable nouns <i>Ex: some water, a lot of chocolate, a little glitter</i> (7,3,3)</p> <p>Possessive nouns <i>Ex: teacher's, friend's</i> (4,4,1) (5,6,3) (6,6,1)</p> <p>Collective nouns <i>Ex: flock, box of _____, bunch of kids, flowers,</i></p> <p>Irregular plurals <i>Ex: fish, teeth, mice</i> (5,4,2)</p> <p>Derivational <i>Ex: sad, sadness</i> (7,5,4)</p>	<p>Content area abstract nouns <i>Ex: democracy, safety, freedom</i></p> <p>Derivational <i>Ex: converse, conversation</i></p> <p>Derivational verb to noun gerunds <i>Walking is healthy. Feeding bears is not a good idea.</i> (7,3,5)</p>	<p>Figurative language using metaphors, similes such as: <i>Love is a rose. She runs like a cheetah.</i> (5,2,5) (5,4,4)</p>
RE-NAMING PEOPLE, PLACES & THINGS: PRONOUNS	<p>Subject pronouns <i>I, you, he, she, it, we, they</i> (2,1,1/3)</p> <p>Possessive pronouns <i>my, your</i> (4,2,5) (4,5,3)</p>	<p>Object pronouns <i>me, you, her, him, it, us, them</i> (5,6,2)</p> <p>Possessive pronouns <i>her, his, our, their</i> (4,5,3)</p> <p>Demonstrative pronouns used in routine statements and questions <i>Ex: Is this _____? This is _____.</i> (4,1,1) (5,6,1)</p>	<p>Demonstrative pronouns <i>this, that, these, those</i> (5,4,3) (5,5,2) (5,6,1)</p> <p>Possessive pronouns <i>my/mine, your/yours, her/hers, his, our/ours, their/theirs. It's my lunch. It's mine.</i> (5,3,2)</p> <p>Questions with whose and which (<i>Whose shoes are these? They're his.</i>) (6,1,1) (6,6,1)</p>	<p>Reflexive pronouns (<i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i>) (7,2,3)</p> <p>Reciprocal pronouns <i>each other, one another</i> (7,4,5)</p> <p>Indefinite pronouns (<i>some/any/no/every + body/one/THING/where</i>) (7,3,6)</p>	<p>Relative pronouns used to introduce an adjective clause with <i>who, whom, whose, which, that</i> (8,1,1)</p>
CONNECTING IDEAS: PREPOSITIONS	<p>Location <i>on, off, in, out, inside, outside</i> (2,2,3)</p> <p>Direction <i>up, down</i> (2,7,3)</p>	<p>Location such as: <i>at, near, next to, beside, between, in front of, in back of, behind, on the left/right, above, below, under</i> (1,3,2) (1,4,3) (5,5,1) (6,4,1)</p> <p>Direction such as: <i>over, under, through, across, around, into</i> (1,3,2)</p> <p>Time such as: <i>before, after</i> (3,6,2) (5,1,4), (5,2,4) (5,3,4) (6,4,4)</p>	<p>Location such as: <i>to the left/right, in the middle of, underneath</i> (2,2,3) (5,1,1/2) (5,5,1) (6,4,1) (6,5,1)</p> <p>Direction such as: <i>to, from, toward, into, out of, through, by, past</i> (5,5,1) (6,4,3)</p> <p>Time such as: <i>at [certain time], on [certain day of the week], in [certain month, season]</i> (3,2,3) (3,6,2) (5,1,4) (5,2,2) (5,2,4) (6,1,3) (6,2,1)</p>	<p>Verb-preposition combinations, such as: <i>belong to, wait for</i></p> <p>Specialized prepositions <i>Until, since, for, against, onto</i> (7,2,5)</p> <p>Time such as: <i>during, while, from, to</i> (5,1,4) (7,2,5)</p>	<p>Verb-preposition combinations, such as: <i>agree with, answer to, separate from</i></p>

ELD Matrix of Grammatical Forms Correlation to Carousel of IDEAS, 4th Edition (Unit, Chapter, Lesson)

<p>CONNECTING IDEAS: Conjunctions</p>	<p>Coordinating conjunction <i>and</i> in phrases (<i>pen <u>and</u> pencil, brother <u>and</u> sister, running <u>and</u> skating</i>) (2,5,6) (5,1,3)</p>	<p>Coordinating conjunctions <i>and, or, but, and because</i> in phrases and sentences (<i>You can use a pen <u>or</u> a pencil.</i>) (2,21) (3,5,1) (4,1,3) (5,1,2) (5,6,6) (6,2,5)</p>	<p>Coordinating conjunctions such as: <i>for, so, yet</i> (<i>We are selling candy <u>so</u> we can take a trip.</i>) (5,6,6) (6,4,4)</p> <p>Subordinating conjunctions <i>Ex: after, because, before, when</i> (4,4,3) (5,6,6) (5,4,2) (5,6,6) (6,2,5) (6,4,4) (7,5,2/3) (8,4,1)</p>	<p>Show time & cause/effect: Coordinating conjunctions: <i>however, therefore</i> (8,1,2)</p> <p>Correlative conjunctions <i>Ex: both/and; either/or; neither/nor; not only/but also; whether/or</i> (7,5,6) (7,6,6) (8,1,2)</p>	<p>Subordinating conjunctions (such as <i>although, whenever, as soon as, and whereas</i>) used to form adverb clauses which show time and cause and effect relationships (8,1,2) (8,4,3)</p>
<p>DESCRIBING WHAT KIND, HOW MANY, HOW MUCH, WHICH ONE: Adjectives</p>	<p>Adjective placement <i>Ex: big cat, red ball</i></p> <p>Concrete, descriptive adjectives for number, color, size, sensory, to describe how it feels and sounds (1,3,2) (1,4,1) (2,5,6) (5,3,1) Lesson 1 of every chapter</p>	<p>Ordinal numbers <i>Ex: first, third</i> (4,3,1-5)</p> <p>Concrete:</p> <p>Descriptive: <i>big, brown</i> (5,4,1) Lesson 1 of most chapters</p> <p>Comparatives <i>-er, (faster, bigger)</i> (3,6,3) (5,3,1) (5,4,1) (5,4,6)</p> <p>Superlatives <i>-est, (biggest)</i> (3,6,3) (5,4,6) (6,1,2) (6,4,2)</p> <p>Antonyms <i>Ex: tall/short, slow/fast, new/old</i> (3,2,6) (3,7,3) (4,5,2) (4,6,2) (6,4,2)</p>	<p>Comparative & superlative adjectives with special forms, such as: <i>good, better, best; bad, worse, worst; some, more, most; little, less, least</i> (4,1,5) (6,1,2) (6,2,2)</p> <p>Comparatives with <i>-er than</i> and <i>as...as</i> (5,1,1/2) (5,2,3) (5,3,1) (5,4,1) (5,4,6) (6,2,2) (7,3,2) (7,7,1) (8,4,1)</p> <p>Multiple adjectives (<i>dry brown soil</i>) (5,4,3) (6,5,1) (7,4,1) Lesson 1 of most chapters</p> <p>Derivation: noun to adj. (<i>care, careful</i>) (6,3,4)</p> <p>Synonyms and antonyms such as: <i>nice, likeable, mean, evil</i> (6,5,2)</p>	<p>Quantities (<i>any, many, much, few, several</i>) (7,3,3)</p> <p>Too + adjective (<i>too red</i>) (6,6,2)</p> <p>Similes (<i>as red as a rose</i>) (5,4,4)</p> <p>Adjectives with -ish or -y (<i>milky, sluggish</i>) (5,2,3) (7,5,1)</p> <p>Synonyms and antonyms such as: <i>pleasant, agreeable, delightful, vile, despicable, enormous, gigantic</i> (6,5,2)</p>	<p>Abstract idiomatic expressions (5,3,6) (7,1,1)</p> <p>Abstract similes and metaphors from literature (<i>Ex: as cool as a cucumber</i>)</p> <p>Adjective clauses introduced by relative pronouns (<i>He was the teacher <u>who</u> taught history.</i>) (8,1,1) (8,4,3)</p>
<p>DESCRIBING WHEN, WHERE, HOW, WHY: Adverbs</p>		<p>Adverbs with -ly <i>Ex: slowly, loudly</i> (<i>Walk <u>slowly/quickly</u> to the door. Say your name <u>quietly/loudly.</u></i>) (3,1,3) (6,3,2)</p> <p>Adverbs of time <i>Ex: yesterday, today, tomorrow</i> (3,3,3) (4,2,3) (5,2,1)</p> <p>Formula phrases with <i>very</i> (<i>very big, very good, very quiet</i>) (6,6,2)</p>	<p>Adverbs without -ly (<i>Ex: well, very, too, enough</i>) (6,6,2)</p> <p>Adverbs modifying verb <i>We walked slowly ???</i></p> <p>Adverbs of frequency <i>Ex: always, never, sometimes</i> (6,6,2)</p> <p>Common verb + too (<i>Can I come, too?</i>)</p> <p>Extend speech for specificity (<i>Yesterday we walked <u>slowly</u> through the park.</i>) (6,3,2)</p> <p>Modify adjective (<i>I was <u>very</u> late. The problem was <u>too</u> hard.</i>) (6,6,2)</p>	<p>Too + adverb (<i>too fast, too carefully, too loudly</i>) (6,6,2) (7,4,5)</p> <p>Well vs. good (<i>Good job; well done; that was a good book; she writes well</i>) (7,3,1)</p> <p>Adverbs of frequency such as <i>usually, rarely, seldom, frequently, often</i> (6,6,2)</p>	<p>Adverb clauses introduced by subordinating conjunctions (<i>Clap twice <u>whenever</u> you hear the sound.</i>) (8,1,2)</p> <p>Specialized adverbs such as <i>already, yet, still, anymore</i> (8,2,5)</p>