# PRIME V2™

## Protocol for Review of Instructional Materials for ELLs V2

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## WIDA PRIME V2 CORRELATION

WIDA™

# Introduction to PRIME

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

## New in This Edition

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

## Primary Purposes

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

## Primary Audience

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the

language development of language learners, both in the U.S. and internationally, as they pertain to products.

## Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials' intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your "yes" responses. If additional explanations for "No" answers are relevant to readers' understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

## PRIME at a Glance

| Standards Framework Elements Included in the PRIME Inventory |
|---|
| 1. Asset-based Philosophy |
| A. Representation of Student Assets and Contributions |
| 2. Academic Language |
| A. Discourse Dimension |
| B. Sentence Dimension |
| C. Word/Phrase Dimension |
| 3. Performance Definitions |
| A. Representations of Levels of Language Proficiency |
| B. Representations of Language Domains |
| 4. Strands of Model Performance Indicators and the Standards Matrices |
| A. Connection to State Content Standards and WIDA Language Development Standards |
| B. Cognitive Challenge for All Learners at All Levels of Language Proficiency |
| C. Supports for Various Levels of Language Proficiency |
| D. Accessibility to Grade Level Content |
| E. Strands of Model Performance Indicators |

# PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): *Champion of IDEAS*

Publisher: Ballard & Tighe

Materials/Program to be Reviewed: *Champion of IDEAS*—Red, Blue, and Yellow Level.

Tools of Instruction included in this review: Red, Blue, and Yellow Level Teacher's Guides and Student Resources. Champion Levels align to the WIDA ELP levels as follows:
Red Level- Emerging
Blue Level-Developing
Yellow Level-Expanding

Intended Teacher Audiences: Content Specialists, Classroom Teachers, Resource Teachers, and Language Teachers

Intended Student Audiences: 6-12 Grade Level English Language Learners

Language domains addressed in material: Listening, Speaking, Reading, and Writing

Check which set of standards will be used in this correlation:

☐WIDA Spanish Language Development Standards

☒ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics). Social and Instructional, Language Arts, Mathematics, Science & Social Studies

WIDA Language Proficiency Levels included: Levels 1-5

Most Recently Published Edition or Website: www.ballard-tighe.com

In the space below explain the focus or intended use of the materials:
*Champions of IDEAS* is a rigorous, research-based language development program designed for middle and high school learners at all levels of language proficiency. The program integrates listening, speaking, reading, and writing with major content areas to prepare students for success in mainstream academic classes taught in English.

# PRIME Part 2: Correlate Your Materials

# 1. Asset-Based Philosophy

### A. Representation of Student Assets and Contributions

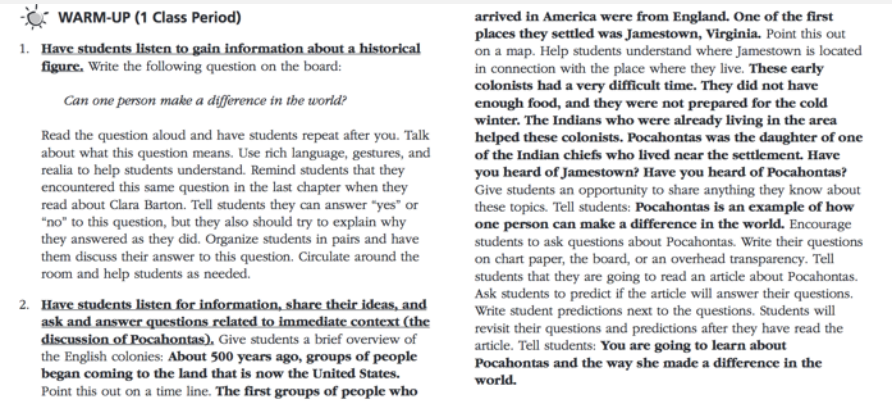
The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA's Can Do Philosophy.

1) **Are the student assets and contributions considered in the materials?** Yes No

2) **Are the student assets and contributions systematically considered throughout the materials?** Yes No

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. Student assets and contributions are considered in numerous instructional features throughout the *Champion of IDEAS* program. Prior to reading lessons, teachers guide students through *Warm Up* activities that connect content to prior knowledge. *Warm Up* activities include guided discussions and cooperative lessons that introduce the topic and ask students to contribute personal knowledge, experiences, and ideas related to the theme. Activities encourage students to apply reading skills from their first language to recognize and comprehend text structures and conventions from multiple sources. View an example *Warm Up* lesson from the Red Level Teacher's Guide (TG) pg. 183:



**WARM-UP (1 Class Period)**

1. **Have students listen to gain information about a historical figure.** Write the following question on the board:

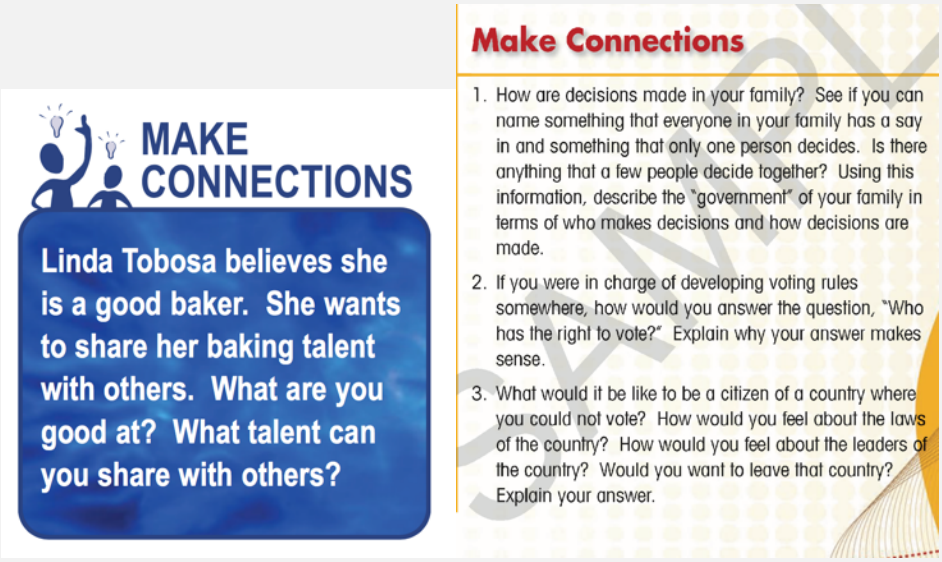
   *Can one person make a difference in the world?*

   Read the question aloud and have students repeat after you. Talk about what this question means. Use rich language, gestures, and realia to help students understand. Remind students that they encountered this same question in the last chapter when they read about Clara Barton. Tell students they can answer "yes" or "no" to this question, but they also should try to explain why they answered as they did. Organize students in pairs and have them discuss their answer to this question. Circulate around the room and help students as needed.

2. **Have students listen for information, share their ideas, and ask and answer questions related to immediate context (the discussion of Pocahontas).** Give students a brief overview of the English colonies: **About 500 years ago, groups of people began coming to the land that is now the United States.** Point this out on a time line. **The first groups of people who arrived in America were from England. One of the first places they settled was Jamestown, Virginia.** Point this out on a map. Help students understand where Jamestown is located in connection with the place where they live. **These early colonists had a very difficult time. They did not have enough food, and they were not prepared for the cold winter. The Indians who were already living in the area helped these colonists. Pocahontas was the daughter of one of the Indian chiefs who lived near the settlement. Have you heard of Jamestown? Have you heard of Pocahontas?** Give students an opportunity to share anything they know about these topics. Tell students: **Pocahontas is an example of how one person can make a difference in the world.** Encourage students to ask questions about Pocahontas. Write their questions on chart paper, the board, or an overhead transparency. Tell students that they are going to read an article about Pocahontas. Ask students to predict if the article will answer their questions. Write student predictions next to the questions. Students will revisit their questions and predictions after they have read the article. Tell students: **You are going to learn about Pocahontas and the way she made a difference in the world.**

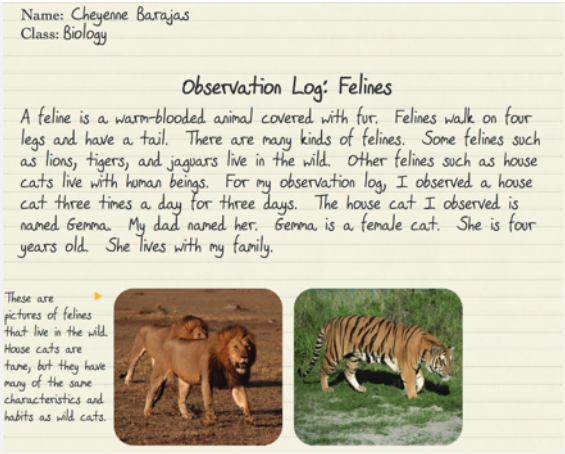
*Champion* provides systematic opportunities for students to discuss and collaborate in peer groups with open-ended questions and project-based learning that considers student assets. For example, the *Make Connections* feature is located after all reading lessons in conjunction with reading

comprehension questions. In the example below, questions utilize prior knowledge and form authentic and personal connections to the reading content. See an example from the *Champion Reader* (CR) Red Level (targeting Beginning-Early Intermediate proficiency levels) Unit 3, Chapter 9 and Yellow Level (Early Advanced-Advanced) Unit 7, Chapter 5:




Additionally, *Champion* content considers student life by making content relatable and varied. For example, illustrations and photographs depict age appropriate students, in a range of ethnicities, and in realistic settings. Throughout the levels, content and genres are diversified to present new language and ideas in a range of settings or styles to create an easier path for understanding. View examples:

CR Red Level, Chapter 1, Pg. 11. Photographs show age-appropriate students of different nationalities.

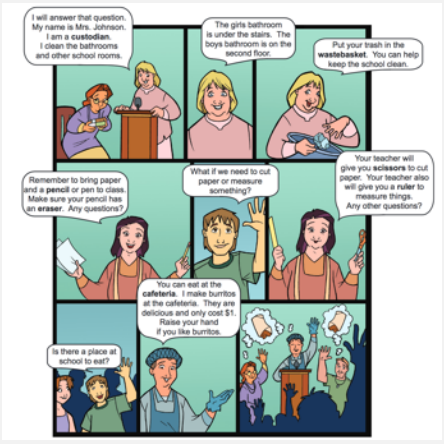


Name: Cheyenne Barajas
Class: Biology

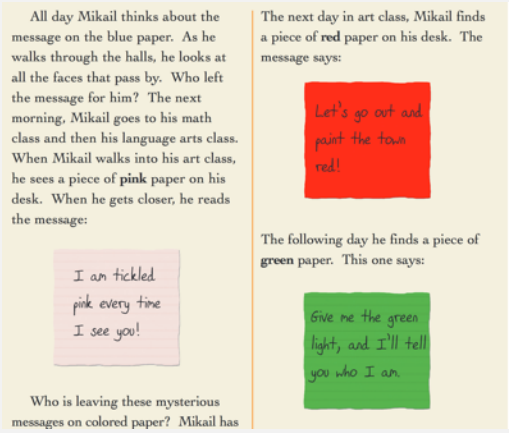
Observation Log: Felines

A feline is a warm-blooded animal covered with fur. Felines walk on four legs and have a tail. There are many kinds of felines. Some felines such as lions, tigers, and jaguars live in the wild. Other felines such as house cats live with human beings. For my observation log, I observed a house cat three times a day for three days. The house cat I observed is named Gemma. My dad named her. Gemma is a female cat. She is four years old. She lives with my family.

These are pictures of felines that live in the wild. House cats are tame, but they have many of the same characteristics and habits as wild cats.




CR Red Level, Unit 2, Chapter 5: Reading content is varied and at times relatable to student life.



All day Mikail thinks about the message on the blue paper. As he walks through the halls, he looks at all the faces that pass by. Who left the message for him? The next morning, Mikail goes to his math class and then his language arts class. When Mikail walks into his art class, he sees a piece of **pink** paper on his desk. When he gets closer, he reads the message:

I am tickled pink every time I see you!

Who is leaving these mysterious messages on colored paper? Mikail has

The next day in art class, Mikail finds a piece of **red** paper on his desk. The message says:

Let's go out and paint the town red!

The following day he finds a piece of **green** paper. This one says:

Give me the green light, and I'll tell you who I am.

CR Red level, Unit 2, Chapter 7: The story "Mikail and the Mysterious Messages" teaches idioms through a relatable story in a school setting.

2. Routine instructional features that consider student assets and contributions are integrated systematically into the *Champion for IDEAS* program. The program has a systematic design throughout each unit and chapter. Chapters begin with the *Warm Up* activity, then a reading lesson, followed with a writing component. See descriptive image:

At the beginning of each chapter, students are encouraged to tap into their prior knowledge and

relate personal experiences to content. Throughout the readings, the reading comprehension feature *Make Connections* gives opportunities for students to discuss and write answers to open-ended questions that often ask for personal opinions and connections to their own personal background knowledge. Writing activities also encourage students to express their opinions, share experiences, and creatively relate to the theme and content. The examples used in part one are representative of the types of activities and content found throughout the program.

# 2. Academic Language

WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

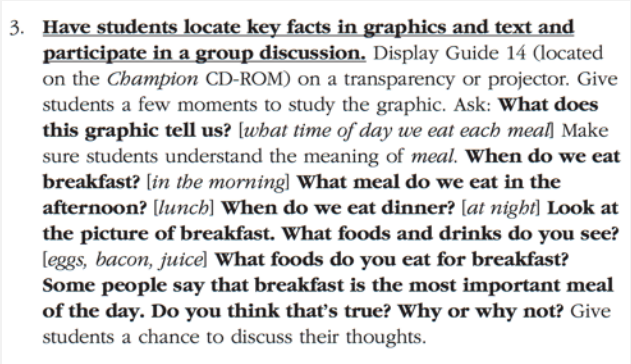
## A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

**1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?** Yes No

**2) Are the language features at the discourse dimension addressed systematically throughout the materials?** Yes No

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

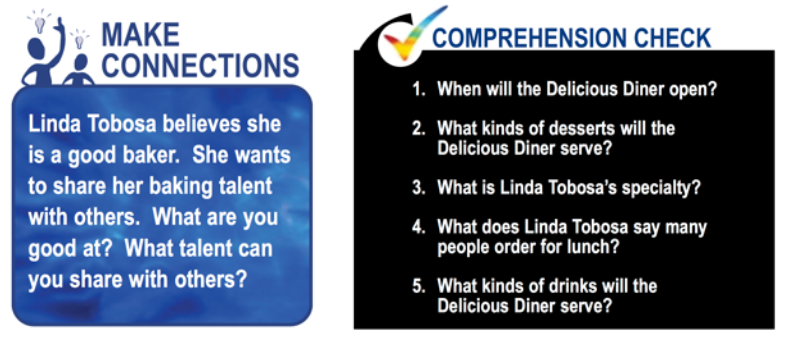
1. The *Champion of IDEAS* instructional design places a strong emphasis on developing oral language fluency through academic discussions in small and large group settings. These opportunities occur in routines that echo throughout each unit, chapter, and lesson. For example, at the beginning of each chapter, teachers lead whole class discussions that often include supports like images that build background knowledge and activate prior knowledge. See an example activity from the TG Red Level, Unit 3, Chapter 9:



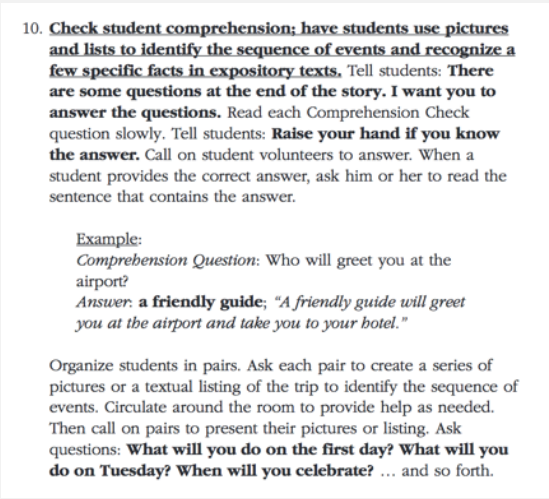
3. **Have students locate key facts in graphics and text and participate in a group discussion.** Display Guide 14 (located on the *Champion* CD-ROM) on a transparency or projector. Give students a few moments to study the graphic. Ask: **What does this graphic tell us?** [*what time of day we eat each meal*] Make sure students understand the meaning of *meal*. **When do we eat breakfast?** [*in the morning*] **What meal do we eat in the afternoon?** [*lunch*] **When do we eat dinner?** [*at night*] **Look at the picture of breakfast. What foods and drinks do you see?** [*eggs, bacon, juice*] **What foods do you eat for breakfast? Some people say that breakfast is the most important meal of the day. Do you think that's true? Why or why not?** Give students a chance to discuss their thoughts.

The reading selections include features like *Comprehension Check* and *Making Connections* that provide opportunities for collaboration, discussion, and the analysis of content and theme. Sentence frames and other scaffolds help students develop fluency and automaticity of language and oral

output. See examples from the CR Red Level, Unit 3, Chapter 9:




In this example from the TG Red Level, Unit 2, Chapter 5, the *Comprehension Questions* are first asked and answered in a whole class activity and then students are organized into pairs to continue a cooperative follow-up interactive activity.

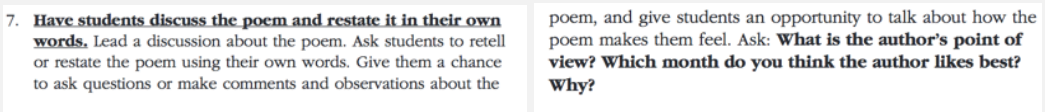


10. **Check student comprehension; have students use pictures and lists to identify the sequence of events and recognize a few specific facts in expository texts.** Tell students: **There are some questions at the end of the story. I want you to answer the questions.** Read each Comprehension Check question slowly. Tell students: **Raise your hand if you know the answer.** Call on student volunteers to answer. When a student provides the correct answer, ask him or her to read the sentence that contains the answer.

    Example:
    *Comprehension Question*: Who will greet you at the airport?
    *Answer*: **a friendly guide**; *"A friendly guide will greet you at the airport and take you to your hotel."*

    Organize students in pairs. Ask each pair to create a series of pictures or a textual listing of the trip to identify the sequence of events. Circulate around the room to provide help as needed. Then call on pairs to present their pictures or listing. Ask questions: **What will you do on the first day? What will you do on Tuesday? When will you celebrate?** … and so forth.

Discourse dimension practice also occurs in activities that develop language in a variety of contexts that include role-play, reader's theater, and debates. Activities are followed with discussions that use the new language and reflect on the lesson objectives. The following example discussion is from the TG Red Level, Unit 2, Chapter 5:



7. **Have students discuss the poem and restate it in their own words.** Lead a discussion about the poem. Ask students to retell or restate the poem using their own words. Give them a chance to ask questions or make comments and observations about the poem, and give students an opportunity to talk about how the poem makes them feel. Ask: **What is the author's point of view? Which month do you think the author likes best? Why?**

Additionally, oral and written discourse is geared specifically for the language levels addressed in each chapter. Language activities are supported with a range of scaffolds that include graphic/sensory/interactive supports, language frames, language models, and guided questioning techniques to assist in automaticity of language and oral output.

2. As stated in part one, *Champion of IDEAS* presents language features at the discourse dimension

systematically in each leveled set. These routines include *Warm Up* activities, vocabulary and language practice, reading comprehension discussions, writing lessons, and assessments. Each of these routines includes opportunities like the examples presented in part one, that promote continual discourse to advance language development.

### 3) Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)

| | | |
|---|---|---|
| **1) Do the materials address language features at the sentence dimension for all of the identified proficiency levels?** | Yes | No |
| **2) Are the language features at the sentence dimension appropriate for the identified proficiency levels?** | Yes | No |
| **3) Are the language features at the sentence dimension addressed systematically throughout the materials?** | Yes | No |

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1) *Champion of IDEAS* presents language features at the sentence dimension for all targeted language proficiency levels. Students are placed into the appropriate *Champion* level prior to starting the program, and language domain activities are accurately leveled for the targeted proficiency. Sentence level speaking and writing activities are presented systematically using multiple resources. For

example, the *Champion Reader* presents the reading lessons and includes speaking, listening, and writing comprehension lessons. After reading, students complete writing and grammar lessons in the *Champion Writer* book.

See an example sentence level writing activity from the *Champion Writer* Red Level, Unit 3, Chapter 9 and Yellow Level Unit 7, Chapter 5:

Activity 85

Date: _____

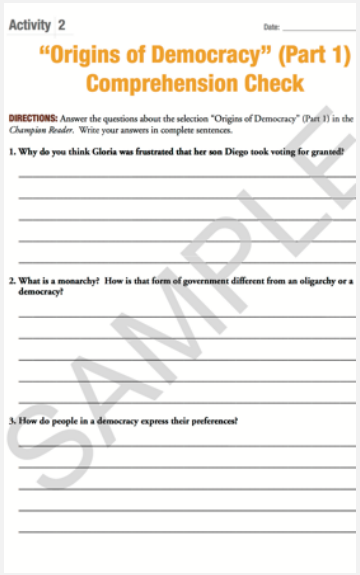
Likes and Dislikes

DIRECTIONS: Look at each set of pictures. Write a sentence about the information in the pictures following the model in the example. Use a dictionary if you need help with spelling.

Example:

She likes bananas, but she doesn't like apples.

Now complete the picture and write a sentence about yourself.


Activity 2

Date: _____

"Origins of Democracy" (Part 1) Comprehension Check

DIRECTIONS: Answer the questions about the selection "Origins of Democracy" (Part 1) in the *Champion Reader*. Write your answers in complete sentences.

1. Why do you think Gloria was frustrated that her son Diego took voting for granted?

2. What is a monarchy? How is that form of government different from an oligarchy or a democracy?

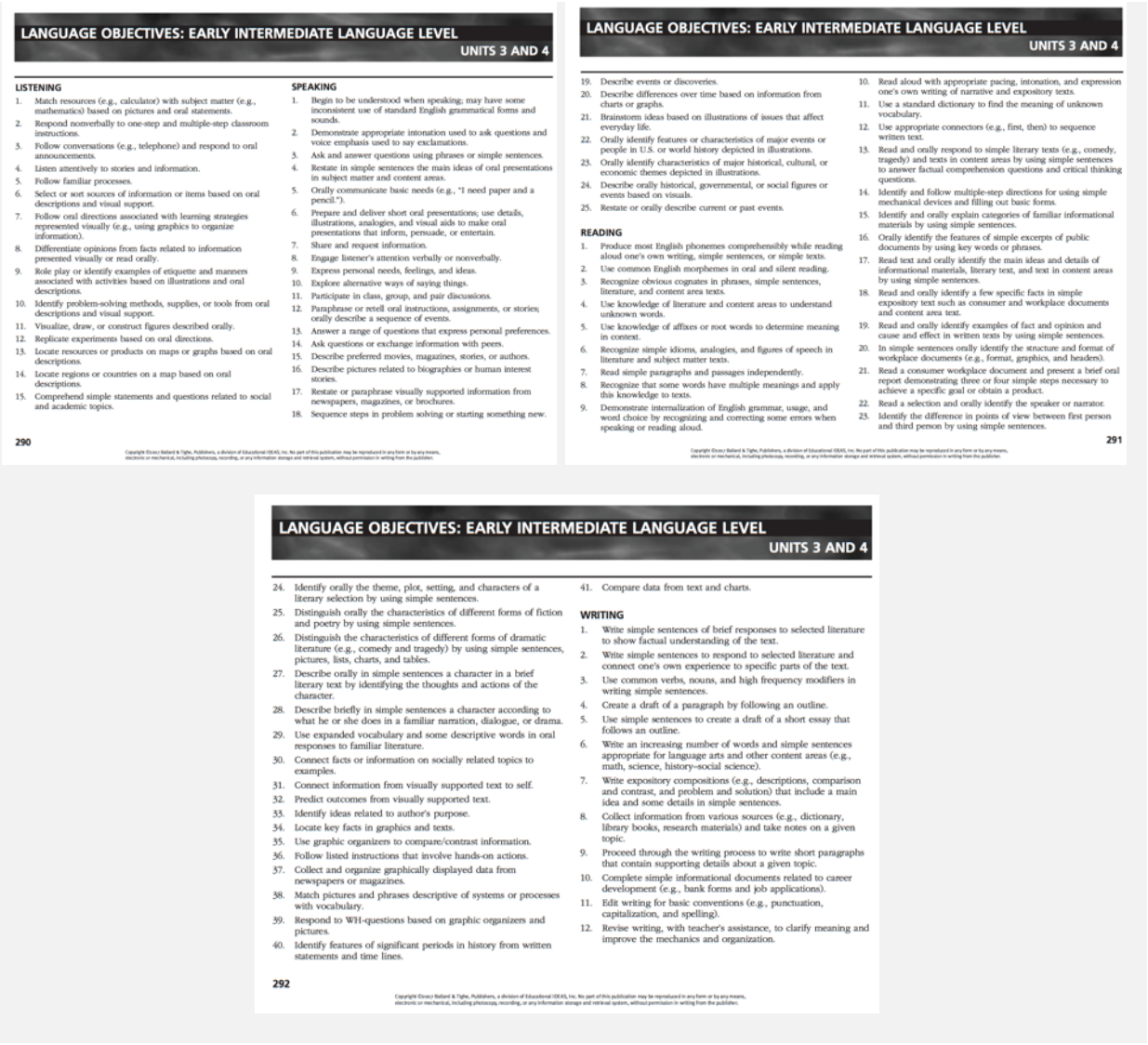
3. How do people in a democracy express their preferences?

SAMPLE

Red Level Yellow Level

2. All sentence level listening, speaking, reading, and writing lessons are leveled and appropriate for the clearly identified proficiency levels. Content is labeled by proficiency level, and *Champion* includes a range of student assessments that help to place students in the correct level and judge their readiness to advance. Unit and chapter content is leveled and contains instructional scaffolds and differentiation to support learners working above or below level. These include but are not limited to language and writing models, templates, and graphic organizers.

3. Sentence level language features are presented systematically throughout the *Champion* program. Each leveled set includes the same sentence level language routines. These language routines are consistently presented in each reading, listening, speaking, and writing element of the program and are adapted to address the targeted proficiency level. View the range of sentence level reading, writing, listening, and speaking activities in the following objectives for Units 3 and 4 in the Red Level:



LANGUAGE OBJECTIVES: EARLY INTERMEDIATE LANGUAGE LEVEL
UNITS 3 AND 4

**LISTENING**

1. Match resources (e.g., calculator) with subject matter (e.g., mathematics) based on pictures and oral statements.
2. Respond nonverbally to one-step and multiple-step classroom instructions.
3. Follow conversations (e.g., telephone) and respond to oral announcements.
4. Listen attentively to stories and information.
5. Follow familiar processes.
6. Select or sort sources of information or items based on oral descriptions and visual support.
7. Follow oral directions associated with learning strategies represented visually (e.g., using graphics to organize information).
8. Differentiate opinions from facts related to information presented visually or read orally.
9. Role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions.
10. Identify problem-solving methods, supplies, or tools from oral descriptions and visual support.
11. Visualize, draw, or construct figures described orally.
12. Replicate experiments based on oral directions.
13. Locate resources or products on maps or graphs based on oral descriptions.
14. Locate regions or countries on a map based on oral descriptions.
15. Comprehend simple statements and questions related to social and academic topics.

**SPEAKING**

1. Begin to be understood when speaking; may have some inconsistent use of standard English grammatical forms and sounds.
2. Demonstrate appropriate intonation used to ask questions and voice emphasis used to say exclamations.
3. Ask and answer questions using phrases or simple sentences.
4. Restate in simple sentences the main ideas of oral presentations in subject matter and content areas.
5. Orally communicate basic needs (e.g., "I need paper and a pencil.").
6. Prepare and deliver short oral presentations; use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
7. Share and request information.
8. Engage listener's attention verbally or nonverbally.
9. Express personal needs, feelings, and ideas.
10. Explore alternative ways of saying things.
11. Participate in class, group, and pair discussions.
12. Paraphrase or retell oral instructions, assignments, or stories; orally describe a sequence of events.
13. Answer a range of questions that express personal preferences.
14. Ask questions or exchange information with peers.
15. Describe preferred movies, magazines, stories, or authors.
16. Describe pictures related to biographies or human interest stories.
17. Restate or paraphrase visually supported information from newspapers, magazines, or brochures.
18. Sequence steps in problem solving or starting something new.

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LANGUAGE OBJECTIVES: EARLY INTERMEDIATE LANGUAGE LEVEL
UNITS 3 AND 4

19. Describe events or discoveries.
20. Describe differences over time based on information from charts or graphs.
21. Brainstorm ideas based on illustrations of issues that affect everyday life.
22. Orally identify features or characteristics of major events or people in U.S. or world history depicted in illustrations.
23. Orally identify characteristics of major historical, cultural, or economic themes depicted in illustrations.
24. Describe orally historical, governmental, or social figures or events based on visuals.
25. Restate or orally describe current or past events.

**READING**

1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.
2. Use common English morphemes in oral and silent reading.
3. Recognize obvious cognates in phrases, simple sentences, literature, and content area texts.
4. Use knowledge of literature and content areas to understand unknown words.
5. Use knowledge of affixes or root words to determine meaning in context.
6. Recognize simple idioms, analogies, and figures of speech in literature and subject matter texts.
7. Read simple paragraphs and passages independently.
8. Recognize that some words have multiple meanings and apply this knowledge to texts.
9. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.
10. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.
11. Use a standard dictionary to find the meaning of unknown vocabulary.
12. Use appropriate connectors (e.g., first, then) to sequence written text.
13. Read and orally respond to simple literary texts (e.g., comedy, tragedy) and texts in content areas by using simple sentences to answer factual comprehension questions and critical thinking questions.
14. Identify and follow multiple-step directions for using simple mechanical devices and filling out basic forms.
15. Identify and orally explain categories of familiar informational materials by using simple sentences.
16. Orally identify the features of simple excerpts of public documents by using key words or phrases.
17. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.
18. Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.
19. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.
20. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
21. Read a consumer workplace document and present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.
22. Read a selection and orally identify the speaker or narrator.
23. Identify the difference in points of view between first person and third person by using simple sentences.

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LANGUAGE OBJECTIVES: EARLY INTERMEDIATE LANGUAGE LEVEL
UNITS 3 AND 4

24. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.
25. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
26. Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.
27. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.
28. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.
29. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.
30. Connect facts or information on socially related topics to examples.
31. Connect information from visually supported text to self.
32. Predict outcomes from visually supported text.
33. Identify ideas related to author's purpose.
34. Locate key facts in graphics and texts.
35. Use graphic organizers to compare/contrast information.
36. Follow listed instructions that involve hands-on actions.
37. Collect and organize graphically displayed data from newspapers or magazines.
38. Match pictures and phrases descriptive of systems or processes with vocabulary.
39. Respond to WH-questions based on graphic organizers and pictures.
40. Identify features of significant periods in history from written statements and time lines.
41. Compare data from text and charts.

**WRITING**

1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.
2. Write simple sentences to respond to selected literature and connect one's own experience to specific parts of the text.
3. Use common verbs, nouns, and high frequency modifiers in writing simple sentences.
4. Create a draft of a paragraph by following an outline.
5. Use simple sentences to create a draft of a short essay that follows an outline.
6. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).
7. Write expository compositions (e.g., descriptions, comparison and contrast, and problem and solution) that include a main idea and some details in simple sentences.
8. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.
9. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic.
10. Complete simple informational documents related to career development (e.g., bank forms and job applications).
11. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).
12. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.

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## C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language[1])

**1) Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?** Yes No

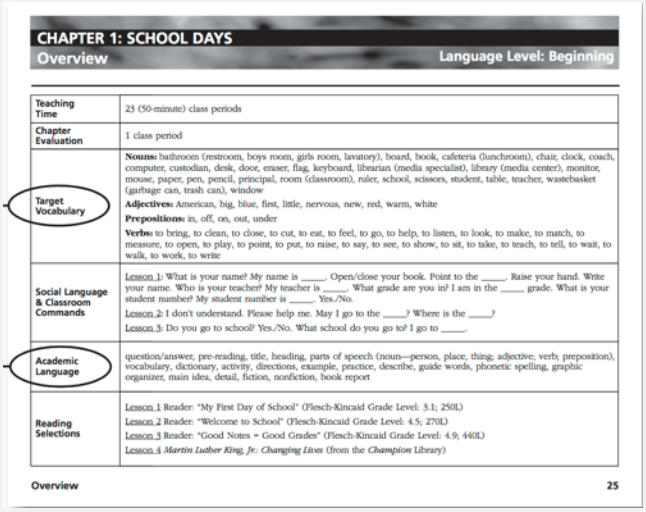
**2) Are words, expressions, and phrases represented in context?** Yes No

**3) Is the general, specific, and technical language appropriate for the targeted proficiency levels?** Yes No

**4) Is the general, specific, and technical[2] language systematically presented throughout the materials?** Yes No

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1) The *Champion* program uses consistent routines to address language features at the word/phrase dimension for all identified proficiency levels. Each leveled chapter focuses on general words referred to as *Target Vocabulary*. Students learn and practice the target vocabulary in listening, speaking, reading, and writing activities throughout the chapter. Students also practice and apply academic language in authentic contexts, which is recycled throughout the program. See an overview from the Red Level that shows how vocabulary is presented in a representative chapter:



**CHAPTER 1: SCHOOL DAYS**

**Overview** — **Language Level: Beginning**

| | |
|---|---|
| **Teaching Time** | 23 (50-minute) class periods |
| **Chapter Evaluation** | 1 class period |
| **Target Vocabulary** | **Nouns:** bathroom (restroom, boys room, girls room, lavatory), board, book, cafeteria (lunchroom), chair, clock, coach, computer, custodian, desk, door, eraser, flag, keyboard, librarian (media specialist), library (media center), monitor, mouse, paper, pen, pencil, principal, room (classroom), ruler, school, scissors, student, table, teacher, wastebasket (garbage can, trash can), window<br>**Adjectives:** American, big, blue, first, little, nervous, new, red, warm, white<br>**Prepositions:** in, off, on, out, under<br>**Verbs:** to bring, to clean, to close, to cut, to eat, to feel, to go, to help, to listen, to look, to make, to match, to measure, to open, to play, to point, to put, to raise, to say, to see, to show, to sit, to take, to teach, to tell, to wait, to walk, to work, to write |
| **Social Language & Classroom Commands** | Lesson 1: What is your name? My name is _____. Open/close your book. Point to the _____. Raise your hand. Write your name. Who is your teacher? My teacher is _____. What grade are you in? I am in the _____ grade. What is your student number? My student number is _____. Yes./No.<br>Lesson 2: I don't understand. Please help me. May I go to the _____? Where is the _____?<br>Lesson 3: Do you go to school? Yes./No. What school do you go to? I go to _____. |
| **Academic Language** | question/answer, pre-reading, title, heading, parts of speech (noun—person, place, thing; adjective; verb; preposition), vocabulary, dictionary, activity, directions, example, practice, describe, guide words, phonetic spelling, graphic organizer, main idea, detail, fiction, nonfiction, book report |
| **Reading Selections** | Lesson 1 Reader: "My First Day of School" (Flesch-Kincaid Grade Level: 3.1; 250L)<br>Lesson 2 Reader: "Welcome to School" (Flesch-Kincaid Grade Level: 4.5; 270L)<br>Lesson 3 Reader: "Good Notes = Good Grades" (Flesch-Kincaid Grade Level: 4.9; 440L)<br>Lesson 4 *Martin Luther King, Jr. Changing Lives* (from the *Champion* Library) |

Overview 25

[2]General language refers to words or expressions not typically associated with a specific content areas (e.g., describe a book).
Specific language refers to words or expressions used across multiple academic content areas in school (chart, total, individual).
Technical language refers to the most precise words or expressions associated with topics within academic content areas in school and is reflective of age and developmental milestones.

Vocabulary instruction is consistently presented in each chapter. Vocabulary words are first introduced in the *Warm Up* activities in the *Champion Teacher* using pictures, modeling behavior, visuals, and discussions. Vocabulary is then presented in context in the *Champion Reader*. Students receive instruction on word parts, prefixes and suffixes, homophones and homographs, Latin root words, and strategies on analyzing and using context clues to understand unknown words. After the reading, *Champion Writer* presents additional activities for students to practice target and academic vocabulary. Additional resources, like the *Champion Dictionary* for the Red and Blue Levels, include entries with pictures, definitions, and sentences for each word. Dictionary appendixes include idioms, grammar, spelling, and punctuation guidelines, U.S. presidents, maps, and other subject-area content.

2. The *Champion for IDEAS* program presents new words, expressions and phrases in context consistently throughout the program. Prior knowledge is activated when students are introduced to new vocabulary and language with visual and contextual support. Within the readings, vocabulary words are bolded and presented in context. Comprehension questions ask students to use context to explain the meanings of words, phrase, and expressions. See example from CR Red Level, Unit 3, Chapter 9:

## Satisfy Your Sweet Tooth at the Delicious Diner

***By Maya Alley***

Do you have a sweet tooth? The owner of the Delicious Diner hopes you do. The Delicious Diner is going to open in Springfield next month. It will serve all of your favorite sweet **desserts**. There will be **cookies**, **cakes**, **cupcakes**, **doughnuts**, and **pies**.

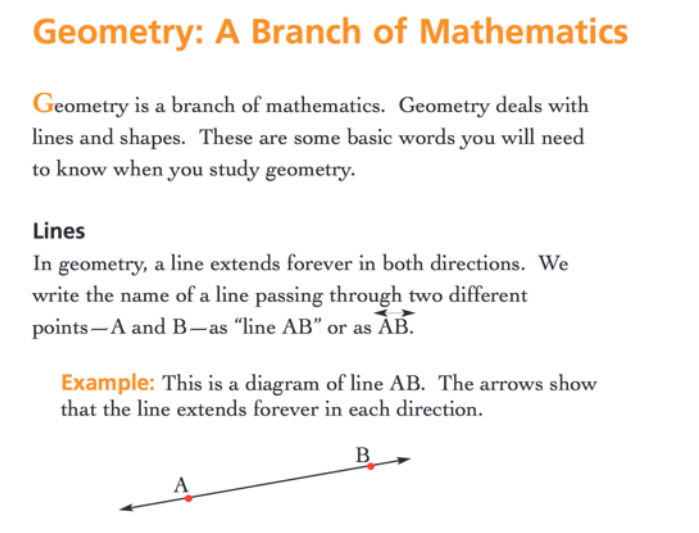
"I am a **baker**, and I love to bake desserts," says Delicious Diner owner Linda Tobosa. "I decided to open a diner. I want to share my talent with everyone in Springfield."

Linda Tobosa's specialty is a sour **lemon** and sweet **strawberry** cake, shown in this picture.

Customers can enjoy fruit and pancakes for breakfast.

The Delicious Diner will be open daily for **breakfast**, **lunch**, and **dinner**. Tobosa says her restaurant is going to serve more than desserts. "People are hungry in the morning. We are going to give them many choices for breakfast. We are going to have **pancakes**, **toast**, and **cereal**. We also are going to have **apples**, **bananas**, **grapes**, **grapefruit**, **pineapples**, and strawberries," says Tobosa. "If you're in a hurry, you can stop by and pick up a **dozen** frosted doughnuts."

3. Students are presented with general, specific, and technical language in each leveled unit. *Champion* specifically teaches idioms and expressions that are difficult to learn in both social and academic situations. Specific vocabulary is taught in the lessons that target content areas like Science and Social Studies. Each unit includes cross-content connections and teaches words, phrases, and concepts related to the connection. These content connections familiarize students with the academic language and subject matter that they will encounter in mainstream classrooms. Academic and technical language is included throughout the program in the instructional language, academic language functions practiced in each chapter, language arts instruction, and in the content specific readings and activities. See an example from the CR Red level, Unit 2, Chapter 7:



## Geometry: A Branch of Mathematics

Geometry is a branch of mathematics. Geometry deals with lines and shapes. These are some basic words you will need to know when you study geometry.

**Lines**

In geometry, a line extends forever in both directions. We write the name of a line passing through two different points—A and B—as "line AB" or as $\overleftrightarrow{AB}$.

**Example:** This is a diagram of line AB. The arrows show that the line extends forever in each direction.



4. General, specific, and technical language is systematically presented throughout the *Champion of IDEAS* program. Each chapter focuses on general and academic vocabulary and includes specific connections to content areas like Science and Social Studies. These words/phrases are systematically incorporated into all language domain activities, including literature selections that incorporate the chapter's vocabulary in an authentic context.

# 3. Performance Definitions

The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

### A. Representation of Levels of Language Proficiency

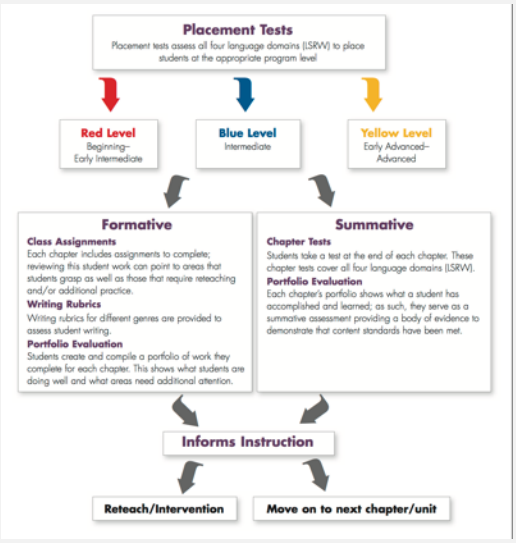
| | | |
|---|---|---|
| **1) Do the materials differentiate between the language proficiency levels?** | Yes | No |
| **2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?** | Yes | No |
| **3) Is differentiation of language systematically addressed throughout the materials?** | Yes | No |

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. *Champion of IDEAS* is a leveled program organized into three parts by proficiency level. The Red

level covers beginning to early intermediate language levels. The Blue Level covers bridging through intermediate proficiency levels, and the Yellow Level targets early advanced to advanced proficiency levels.

Placement tests assess listening, speaking, writing, and reading skills and place students in the appropriate levels. Formative and summative testing is embedded into each unit and chapter with follow-up supports, remediation, and extensions as needed. This chart describes the process:




2. Differentiation of language proficiency is developmentally and linguistically appropriate for all designated language levels. The targeted language level is labeled in each unit and at the beginning of each chapter. Program content is aligned to ELP state and national standards for each level. Instructional supports that include visual, sensory, and interactive scaffolds, language frames, and extension activities are present throughout every unit to help make content accessible to learners working above and below level.

3. Differentiation of language is systematically addressed throughout *Champion of IDEAS*. Each leveled set targets a small range of language levels and content in all units corresponds to the targeted language level. A formal placement test places students in the appropriate *Champion* level. All instruction within the units include differentiated instruction and instructional supports to assist students working above and below level.

## B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

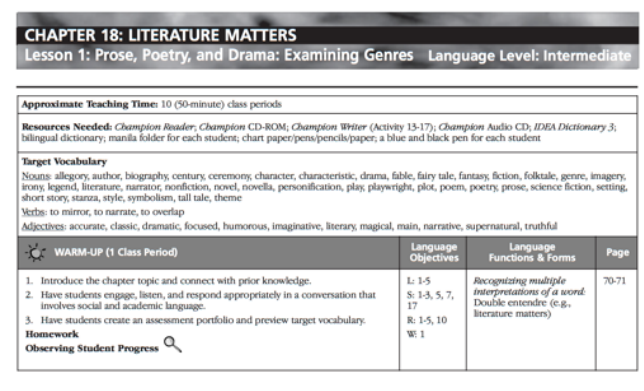
1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?** Yes No

2) **Are the targeted language domains presented within the context of language proficiency levels?** Yes No

3) **Are the targeted language domains systematically integrated throughout the materials?** Yes No

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. *Champion of IDEAS* systematically targets listening, speaking, reading, and writing lessons in every chapter. Chapter content is organized into the sections Listening & Speaking (*Warm Up*), Reading (*Connect*), and Writing (*Extend*). See descriptive graph of lesson sections and an example lesson overview from the TG Blue Level, Chapter 18:



**CHAPTER 18: LITERATURE MATTERS**
**Lesson 1: Prose, Poetry, and Drama: Examining Genres** Language Level: Intermediate

**Approximate Teaching Time:** 10 (50-minute) class periods

**Resources Needed:** *Champion Reader*; *Champion* CD-ROM; *Champion Writer* (Activity 13-17); *Champion* Audio CD; *IDEA Dictionary 3*; bilingual dictionary; manila folder for each student; chart paper/pens/pencils/paper; a blue and black pen for each student

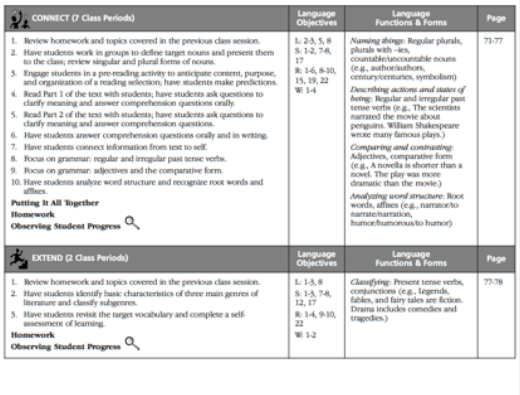
**Target Vocabulary**

Nouns: allegory, author, biography, century, ceremony, character, characteristic, drama, fable, fairy tale, fantasy, fiction, folktale, genre, imagery, irony, legend, literature, narrator, nonfiction, novel, novella, personification, play, playwright, plot, poem, poetry, prose, science fiction, setting, short story, stanza, style, symbolism, tall tale, theme

Verbs: to mirror, to narrate, to overlap

Adjectives: accurate, classic, dramatic, focused, humorous, imaginative, literary, magical, main, narrative, supernatural, truthful

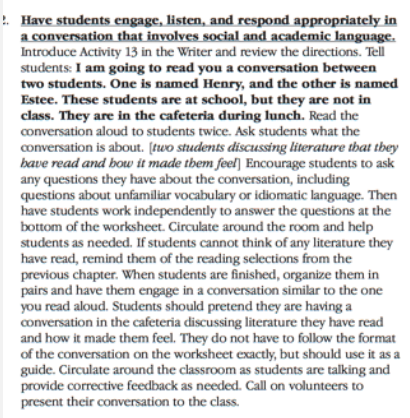
| WARM-UP (1 Class Period) | Language Objectives | Language Functions & Forms | Page |
|---|---|---|---|
| 1. Introduce the chapter topic and connect with prior knowledge.<br>2. Have students engage, listen, and respond appropriately in a conversation that involves social and academic language.<br>3. Have students create an assessment portfolio and preview target vocabulary.<br>**Homework**<br>**Observing Student Progress** | L: 1-5<br>S: 1-3, 5, 7, 17<br>R: 1-5, 10<br>W: 1 | *Recognizing multiple interpretations of a word:* Double entendre (e.g., literature matters) | 70-71 |



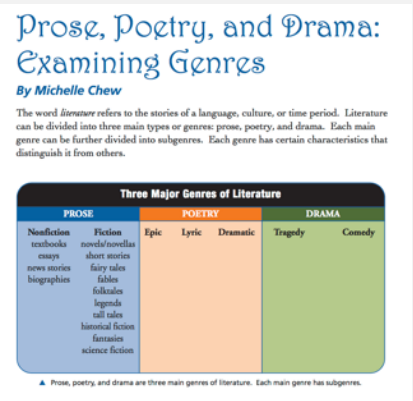
| CONNECT (7 Class Periods) | Language Objectives | Language Functions & Forms | Page |
|---|---|---|---|
| 1. Review homework and topics covered in the previous class session.<br>2. Have students work in groups to define target nouns and present them to the class; review singular and plural forms of nouns.<br>3. Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; have students make predictions.<br>4. Read Part 1 of the text with students; have students ask questions to clarify meaning and answer comprehension questions orally.<br>5. Read Part 2 of the text with students; have students ask questions to clarify meaning and answer comprehension questions.<br>6. Have students answer comprehension questions orally and in writing.<br>7. Have students connect information from text to self.<br>8. Focus on grammar: regular and irregular past tense verbs.<br>9. Focus on grammar: adjectives and the comparative form.<br>10. Have students analyze word structure and recognize root words and affixes.<br>**Putting It All Together**<br>**Homework**<br>**Observing Student Progress** | L: 2-5, 5, 8<br>S: 1-2, 7-8, 17<br>R: 1-6, 8-10, 15, 19, 22<br>W: 1-4 | *Naming things:* Regular plurals, plurals with -ies, countable/uncountable nouns (e.g., author/authors, century/centuries, symbolism)<br>*Describing actions and states of being:* Regular and irregular past tense verbs (e.g., The scientists narrated the movie about penguins. William Shakespeare wrote many famous plays.)<br>*Comparing and contrasting:* Adjectives, comparative form (e.g., A novella is shorter than a novel. The play was more dramatic than the movie.)<br>*Analyzing word structure:* Root words, affixes (e.g., narrator/to narrate/narration, humor/humorous/to humor) | 73-77 |
| **EXTEND (2 Class Periods)** | **Language Objectives** | **Language Functions & Forms** | **Page** |
| 1. Review homework and topics covered in the previous class session.<br>2. Have students identify basic characteristics of three main genres of literature and classify subgenres.<br>3. Have students revisit the target vocabulary and complete a self-assessment of learning.<br>**Homework**<br>**Observing Student Progress** | L: 1-3, 8<br>S: 1-3, 7-8, 12, 17<br>R: 1-4, 9-10, 22<br>W: 1-2 | *Classifying:* Present tense verbs, conjunctions (e.g., legends, fables, and fairy tales are fiction. Drama includes comedies and tragedies.) | 77-78 |

Although chapter sections focus on a particular domain, each also includes activities that cross over domains to develop overall language skills. For example, the *Champion* audio program includes recordings of each reading to develop listening skills. *Champion* readings include a large range of

informational texts and literature genres that include reading comprehension strategies, academic and target vocabulary, and grammar instruction. The program includes a reading library collection that supports grade level content topics, such as; Cesar Chavez, Martin Luther King, American history, world geography, and art in the Renaissance era. The *Champion Writer* book is used after reading lessons and is devoted to developing writing and grammar skills. Writing tasks range from short paragraphs to more extended lessons like writing a response to literature, book reports, poems, persuasive texts, letters, e-mails, and consumer materials like how-to manuals. Students learn about the structure of the different writing genres and follow supported instructional steps, models, and reviewing/editing supports to develop their writing skills. View representative listening, speaking, reading, and writing activities from the Blue Level, Unit 5, Chapter 18:



2. **Have students engage, listen, and respond appropriately in a conversation that involves social and academic language.** Introduce Activity 13 in the Writer and review the directions. Tell students: **I am going to read you a conversation between two students. One is named Henry, and the other is named Estee. These students are at school, but they are not in class. They are in the cafeteria during lunch.** Read the conversation aloud to students twice. Ask students what the conversation is about. [*two students discussing literature that they have read and how it made them feel*] Encourage students to ask any questions they have about the conversation, including questions about unfamiliar vocabulary or idiomatic language. Then have students work independently to answer the questions at the bottom of the worksheet. Circulate around the room and help students as needed. If students cannot think of any literature they have read, remind them of the reading selections from the previous chapter. When students are finished, organize them in pairs and have them engage in a conversation similar to the one you read aloud. Students should pretend they are having a conversation in the cafeteria discussing literature they have read and how it made them feel. They do not have to follow the format of the conversation on the worksheet exactly, but should use it as a guide. Circulate around the classroom as students are talking and provide corrective feedback as needed. Call on volunteers to present their conversation to the class.



Prose, Poetry, and Drama: Examining Genres

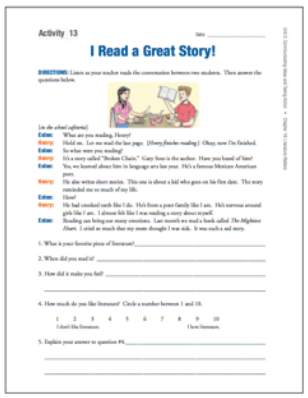
By Michelle Chew

The word *literature* refers to the stories of a language, culture, or time period. Literature can be divided into three main types or genres: prose, poetry, and drama. Each main genre can be further divided into subgenres. Each genre has certain characteristics that distinguish it from others.

Three Major Genres of Literature

| PROSE | | POETRY | | | DRAMA | |
|---|---|---|---|---|---|---|
| Nonfiction | Fiction | Epic | Lyric | Dramatic | Tragedy | Comedy |
| textbooks<br>essays<br>news stories<br>biographies | novels/novellas<br>short stories<br>fairy tales<br>fables<br>folktales<br>legends<br>tall tales<br>historical fiction<br>fantasies<br>science fiction | | | | | |

▲ Prose, poetry, and drama are three main genres of literature. Each main genre has subgenres.



Activity 13

I Read a Great Story!

Listening & Speaking from the TG *Warm UP* activity. Excerpt from a pre-reading lesson. Reading & Writing Activity.

2. *Champion of IDEAS* listening, speaking, reading, and writing lessons are leveled for the targeted proficiency level and include a large range of instructional supports. For example, in the beginning levels students write simple phrases and sentences following a highly structured model. As the program progresses, students independently write narratives, short stories, and persuasive pieces. All domain instruction includes instructional scaffolds like graphic organizers, models, and language frames and starters.

3. The *Champion* program is structured in the same systematic manner in each unit, chapter, and lesson. Section one describes the systematic language domain lessons and routines used throughout all the levels. At the beginning of all chapters in the TG, an overview section lists the listening, speaking, writing, and reading activities presented in the unit. To view an example overview, see page 12 of this correlation or view the sample chapters available at http://www.ballard-tighe.com/champion-of-ideas/resources/championsampler.pdf.

# 4. The Strands of Model Performance Indicators and the Standards Matrices

The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.

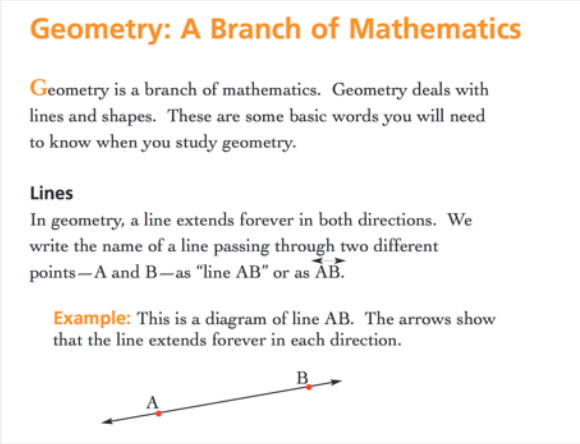
**A. Connection to State Content Standards and WIDA Language Development Standards**

| | | |
|---|---|---|
| **1) Do the materials connect the language development standards to the state academic content standards?** | Yes | No |
| **2) Are the academic content standards systematically represented throughout the materials?** | Yes | No |
| **3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?** | Yes | No |

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. *Champion of IDEAS* content covers a cross-section of state ELD and ELA standards from over 10 states, as well as national and regional standards such as TESOL and WIDA. The program integrates core-

content standards from language arts, math, science, and social studies and places emphasis on reading, writing, and assessment, as well as academic language and cognitive tasks. Chapters include cross content connections to help familiarize students with the academic language and subject matter that they will encounter in mainstream classrooms. *Champion* presents a large range of informational texts and literature selections that include cross-content connections. See example mathematical content from the Red Level, Unit 2, Chapter 7, Pg. 73:



## Geometry: A Branch of Mathematics

Geometry is a branch of mathematics. Geometry deals with lines and shapes. These are some basic words you will need to know when you study geometry.

**Lines**

In geometry, a line extends forever in both directions. We write the name of a line passing through two different points—A and B—as "line AB" or as $\overleftrightarrow{AB}$.

Example: This is a diagram of line AB. The arrows show that the line extends forever in each direction.



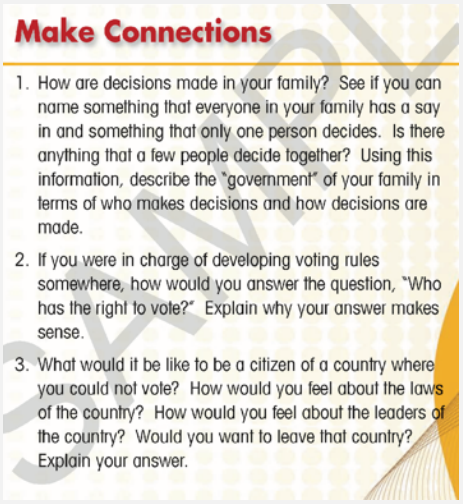
Unit learning objectives are listed at the beginning of each unit for all language domains (see examples on pg. 12 of this correlation). *Champion* includes assessments that enable teachers to easily track student progress to ensure they meet state and national standards. A thorough and descriptive correlation to the Common Core State Standards for grades 6-12 can be found at http://www.ballard-tighe.com/alignments/ and http://www.ballard-tighe.com/champion-of-ideas/resources/.

2. Content that correlates to 6-12 academic content standards are represented throughout the *Champion* program. Cross-content connections to one or more of the WIDA standards of Language Arts, Science, Mathematics, and Social Studies are located throughout every unit and chapter. All chapter and lessons include instruction for each of the language domains; reading, writing, listening, and speaking. Reading and writing activities, no matter the level, contains instruction that prepares the student for academic rigor in the mainstream classroom. Key objectives that correlate to national and state standards are listed before each chapter; see examples on pg. 12 of this correlation.

3. The *Champion* program integrates social and instructional language and the WIDA standards throughout all units and chapters. Instructional language is used in the objectives, key objectives, throughout the lessons, and in assessments to guide student progression. Program content includes opportunities for social and conversational instruction in cooperative activities that include discussing topics with peers in conversations that share personal information. See social language objectives from an example Red Level lesson.

| | |
|---|---|
| **Social Language & Classroom Commands** | Lesson 1: Are you hungry/thirsty? Yes, I'm hungry/thirsty. No, I'm not hungry/thirsty. What do you want to eat/drink? I want _____.<br>Lesson 2: What can I get you? I will have ____. Can you come over for breakfast? Yes, I can. |

Social language opportunities overlap cross content readings that relate to science, language arts, mathematics, and social studies. In this example from the Yellow Level, Unit 7, Chapter 7, students discuss and share personal information while answering questions regarding a social studies themed reading.



**Make Connections**

1. How are decisions made in your family? See if you can name something that everyone in your family has a say in and something that only one person decides. Is there anything that a few people decide together? Using this information, describe the "government" of your family in terms of who makes decisions and how decisions are made.
2. If you were in charge of developing voting rules somewhere, how would you answer the question, "Who has the right to vote?" Explain why your answer makes sense.
3. What would it be like to be a citizen of a country where you could not vote? How would you feel about the laws of the country? How would you feel about the leaders of the country? Would you want to leave that country? Explain your answer.

SAMPLE

## B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

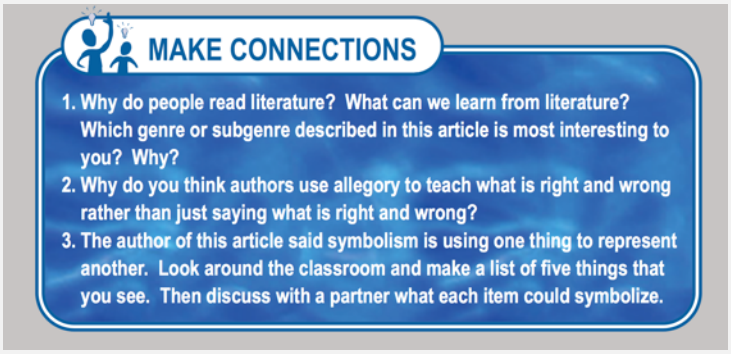
**1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level?** Yes No

**2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?** Yes No

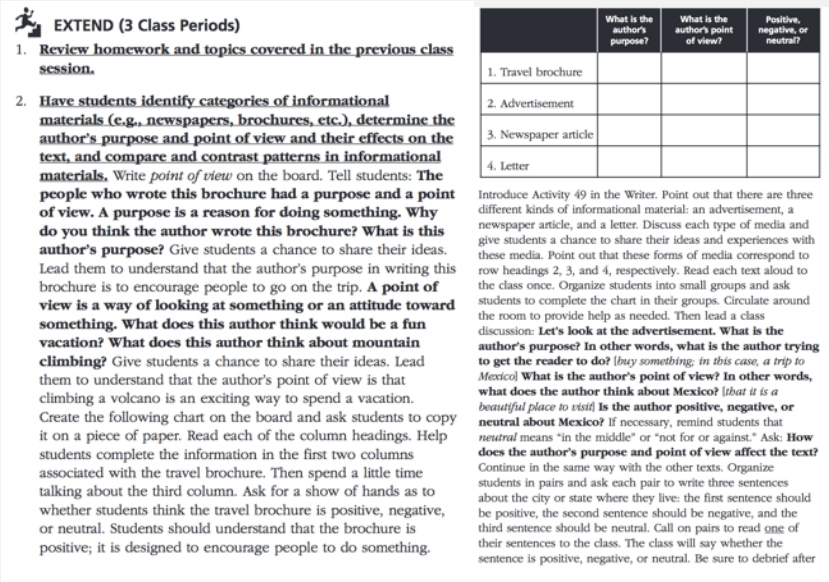
*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. *Champion of IDEAS* provides opportunities for students to engage in higher order thinking regardless of their language level. A large range of literature and non-fiction texts requires students to answer rigorous in-depth text-based questions promoting critical thinking and inquiry**.** Students

practice cognitive tasks like categorizing, comparing, contrasting, reflecting, researching, creating opinions, and evaluating to build academic language and help to make the transition into mainstream classrooms. Higher order activities are made accessible to a range of proficiency levels by using instructional scaffolds like graphic organizers and visual supports. Each lesson section includes routines that include higher order activities. For example, reading lessons include a *Making Connections* feature in all levels that ask students to reflect and connect content to self and world. View the example from the Blue Level, Unit 5, Chapter 18:




View this example from the *Extend* section of the lessons that focus on writing domain activities. In this example from Red Level, Unit 2, Chapter 5, students are evaluating, comparing, contrasting, analyzing, and forming opinions about advertisements using a graphic organizer.



**EXTEND (3 Class Periods)**

1. **Review homework and topics covered in the previous class session.**

2. **Have students identify categories of informational materials (e.g., newspapers, brochures, etc.), determine the author's purpose and point of view and their effects on the text, and compare and contrast patterns in informational materials.** Write *point of view* on the board. Tell students: **The people who wrote this brochure had a purpose and a point of view. A purpose is a reason for doing something. Why do you think the author wrote this brochure? What is this author's purpose?** Give students a chance to share their ideas. Lead them to understand that the author's purpose in writing this brochure is to encourage people to go on the trip. **A point of view is a way of looking at something or an attitude toward something. What does this author think would be a fun vacation? What does this author think about mountain climbing?** Give students a chance to share their ideas. Lead them to understand that the author's point of view is that climbing a volcano is an exciting way to spend a vacation. Create the following chart on the board and ask students to copy it on a piece of paper. Read each of the column headings. Help students complete the information in the first two columns associated with the travel brochure. Then spend a little time talking about the third column. Ask for a show of hands as to whether students think the travel brochure is positive, negative, or neutral. Students should understand that the brochure is positive; it is designed to encourage people to do something.

| | What is the author's purpose? | What is the author's point of view? | Positive, negative, or neutral? |
|---|---|---|---|
| 1. Travel brochure | | | |
| 2. Advertisement | | | |
| 3. Newspaper article | | | |
| 4. Letter | | | |

Introduce Activity 49 in the Writer. Point out that there are three different kinds of informational material: an advertisement, a newspaper article, and a letter. Discuss each type of media and give students a chance to share their ideas and experiences with these media. Point out that these forms of media correspond to row headings 2, 3, and 4, respectively. Read each text aloud to the class once. Organize students into small groups and ask students to complete the chart in their groups. Circulate around the room to provide help as needed. Then lead a class discussion: **Let's look at the advertisement. What is the author's purpose? In other words, what is the author trying to get the reader to do?** [*buy something; in this case, a trip to Mexico*] **What is the author's point of view? In other words, what does the author think about Mexico?** [*that it is a beautiful place to visit*] **Is the author positive, negative, or neutral about Mexico?** If necessary, remind students that *neutral* means "in the middle" or "not for or against." Ask: **How does the author's purpose and point of view affect the text?** Continue in the same way with the other texts. Organize students in pairs and ask each pair to write three sentences about the city or state where they live: the first sentence should be positive, the second sentence should be negative, and the third sentence should be neutral. Call on pairs to read one of their sentences to the class. The class will say whether the sentence is positive, negative, or neutral. Be sure to debrief after

2. Opportunities for engaging in higher order thinking are systematically addressed throughout the materials. Lessons in the TG are organized into three sections; *Warm Up*, *Connect*, and *Extend*. Each section includes opportunities for students to engage in higher order thinking activities. The examples from section one represent the type of activities found throughout every level.

## C. Supports for Various Levels of Language Proficiency

**1) Do the materials provide scaffolding supports for students to advance within a proficiency level?** Yes No

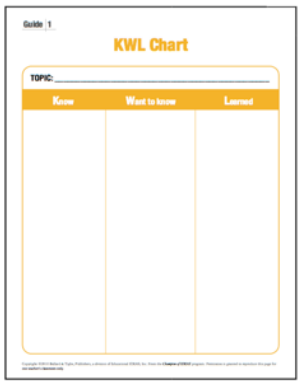
**2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?** Yes No

**3) Are scaffolding supports presented systematically throughout the materials?** Yes No

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

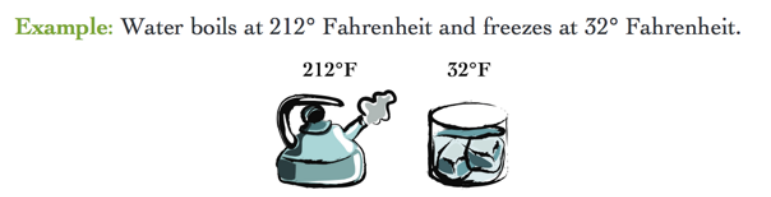
*1. Champion of IDEAS* provides a wide range of instructional scaffolding to support student advancement within their proficiency level. Visual supports like illustrations, graphics, photographs, graphic organizers, writing models, and charts are used to organize information and engage with the content. Graphic organizers are used throughout language domain activities in whole-class and cooperative activities in *Champion*. Teachers model how to use graphic organizers to scaffold student advancement. View this representative example lesson from the Yellow Level, Unit 7, Chapter 2, in which teachers model the use of a KWL chart, students work collaboratively, and use graphic organizers.

3. **Have students complete the first two columns of a KWL chart and identify what they know and what they want to know about the origins of democracy.** Give each student a copy of Guide 1 (located on the *Champion* CD-ROM). Tell students to write the topic (the origins of democracy) at the top of the chart. Then review each column with students—what they **K**now about the origins of democracy, what they **W**ant to know about the origins of democracy, and what they **L**earned about the origins of democracy. Have students work with a partner to complete the first two columns of the chart. Circulate around the classroom as students are working and help them as needed. Call on pairs to share their responses with the class. Have students put the chart in their chapter portfolio. They will complete the third column of this chart in the EXTEND portion of the lesson.

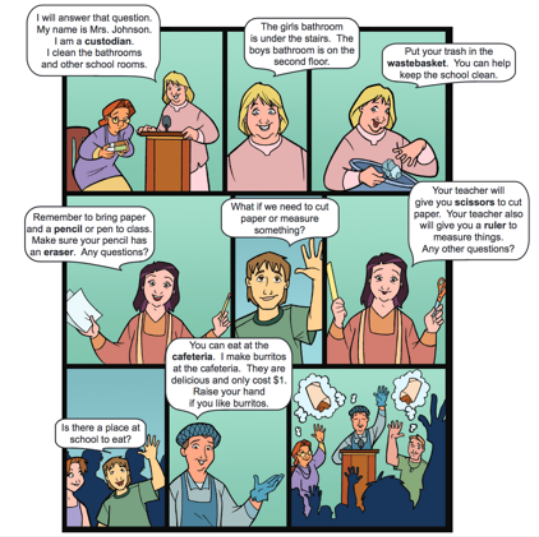



Reading lessons are supported with engaging and colorful visuals that promote discussion and student connection to content. Audio CD's are available for all levels of the *Champion Readers*. Vocabulary and language instruction are scaffolded with visuals, pronunciation assistance, audio support, student-friendly definitions, context sentences, and cooperative practice with peers. Lessons and extension activities include interactive elements like researching, media extensions, and group projects.

View examples of graphic supports used throughout *Champion of IDEAS*.




Red Level, Unit 1, Chapter 1: Graphic supports for Science content.




Red Level, Unit 1, Chapter 1: Reading content utilizes graphic and animated text to support comprehension.

2. *Champion of IDEAS* presents scaffolding supports that help students progress from one proficiency level to the next. Students are supported in using language at increasingly higher levels throughout the units. Sentence starters, academic language frames, and language models provide supports for students to produce academic talk. Before starting the program, an English Proficiency test identifies the student's ELP level and places them in the appropriate *Champion* level. At the end of each chapter and unit, assessments can be found that enable teachers to easily track student progress to ensure they meet state and national standards.

3. The supports described in part 1 and 2 are representative of the types of scaffolds found systematically throughout the *Champion* program. Each lesson is supported with instructional, graphic, sensory, and interactive scaffolds that help to differentiate content for all learners. Teachers utilize instructional supports in whole-class lectures and discussions, and students are presented with supports in activities that practice and apply new content throughout the program.

## D. Accessibility to Grade Level Content

| | | |
|---|---|---|
| **1) Is linguistically and developmentally appropriate grade-level content present in the materials?** | Yes | No |
| **2) Is grade-level content accessible for the targeted levels of language proficiency?** | Yes | No |
| **3) Is the grade-level content systematically presented throughout the materials?** | Yes | No |

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1. *Champion* is a leveled English language learner program that includes content area topics common across the grades 6–12 curriculum in state and national content standards. The program contains both fiction and nonfiction reading selections that address topics in content areas such as the arts, science and technology, mathematics, social studies, literature, and communications. The *Champion* program goal is to provide rigorous academic language development to provide students access to core content and vocabulary that they will encounter in mainstream classes, allowing them successful transitions to mainstream grade-level content area subjects. The program includes a reading library (*Champion Library*) that supports grade level content topics. Example topics include art in the Renaissance era, Martin Luther King Jr. and civil rights, as well as Cesar Chavez and immigrant rights. Content is often labeled by grade level for clarity. View this example reading list from a representative lesson:

| | |
|---|---|
| **Reading Selections** | Lesson 1 Reader: "Satisfy Your Sweet Tooth at the Delicious Diner" (Flesch-Kincaid Grade Level: 6.3; 770L)<br>Lesson 2 Reader: "Preparing for a Party" (Flesch-Kincaid Grade Level: 5.7; 440L)<br>Lesson 3 Reader: "MyPyramid Promotes Healthy Eating and Exercise" (Flesch-Kincaid Grade Level: 8.9; 810L)<br>Lesson 4 "George Washington Carver: Scientist" in *People and Stories in American History: A Historical Anthology* (pages 375-376) (from the *Champion* Library) |

2. Grade level content is made accessible in *Champion of IDEAS* by placing students into content that is leveled by proficiency level, providing embedded instructional supports and differentiating content. Instructional supports include but are not limited to activities that build background and tap into prior knowledge, interactive activities like cooperative projects and resources that support content like the audio CD's for reading selections and the *Champion Dictionary*. The *Champion Dictionary* includes entries with pictures, definitions, and sentences for each word and the appendix includes U.S. Presidents, maps, and other subject-area content.

3. *Champion of IDEAS* presents grade level content systematically in each unit, chapter, and lesson. Listening, speaking, reading, and writing lessons are presented in the same order throughout every chapter. Reading resources are leveled and provide a range of grade level content for each proficiency level. Content correlates to the Common Core Standards for grades 6-12. View correlations at

http://www.ballard-tighe.com/champion-of-ideas/resources/.

## E. Strands of Model Performance Indicators

1) **Do materials include a range of language functions?** Yes No

2) **Are the language functions incorporated into a communicative goal or activity?** Yes No

3) **Do the language functions support the progression of language development?** Yes No

*Justification: Provide examples from materials as evidence to support each "yes" response for this section. Provide descriptions, not just page numbers.*

1) *Champion* includes a wide range of WIDA defined language functions in every lesson and throughout the resources. Language functions like describe, explain, express, organize, determine, plan, create, complete, share, display, discuss, draw, act, observe, compare, contrast, present, respond, retell, choose, expand, analyze, identify, categorize, and solve are used throughout the instructional language including in activities like reading comprehension questions and writing lessons. Example activities using language functions include "describe the "government" of your family," "explain your answer," or "organize your ideas." Language functions are used in the unit objectives and chapter key objectives listed before each unit and chapter in the TG. View an example lesson from the Yellow Level Guide 7 that uses a range of language functions in the instruction language:

Guide 7

## Making an Oral Presentation

### PREPARATION

Step 1: Identify your topic. Your teacher will assign a topic or tell you to choose one.

Step 2: Organize your ideas. Your presentation should have a beginning, middle, and an end.

Step 3: Plan your introduction. Make it interesting! You want to get the attention of your audience right away. Also tell the audience what you are going to talk about.

Step 4: Determine your main points. Write your main points on index cards and number them.

Step 5: Plan your conclusion. Review the main idea of your presentation and make it clear that your presentation is over.

Step 6: Create your visual aids. Presentations are more interesting when you include visuals such as photographs, maps, or charts.

### DELIVERY

- ✓ Look directly at your audience. Eye contact is important.
- ✓ Stand up straight.
- ✓ Speak slowly and clearly.
- ✓ Smile! 😊
- ✓ Vary the tone of your voice.
- ✓ Stay on topic. Do not introduce other topics.
- ✓ Talk to your audience—do not read to them!
- ✓ Use hand gestures if appropriate.
- ✓ Involve your audience. Ask questions.
- ✓ Relax! When you are relaxed, your audience will be relaxed.

Additionally, each chapter presents academic vocabulary and some of these terms are language functions. View example academic vocabulary that are language functions from the Red Level, Unit 1 like practice, describe, and guide.

| | |
|---|---|
| **Academic Language** | question/answer, pre-reading, title, heading, parts of speech (noun—person, place, thing; adjective; verb; preposition), vocabulary, dictionary, activity, directions, example, practice, describe, guide words, phonetic spelling, graphic organizer, main idea, detail, fiction, nonfiction, book report |

2) Language functions are always attached to a context like a language domain activity or used to guide instruction throughout the *Champion* program. They are used to define the action involved in the activity, to describe instructions, and to define lesson goals in the Teacher's Guide. See a representative example from the Yellow Level, Unit 7, Chapter 25 *Comprehension Questions* and *Make Connections* reading activities that use the language functions express, describe, and explain:

## Comprehension Check

1. Why do you think Gloria was frustrated that her son Diego took voting for granted?
2. What is a monarchy? How is that form of government different from an oligarchy or a democracy?
3. How do people in a democracy express their preferences?

## Make Connections

1. How are decisions made in your family? See if you can name something that everyone in your family has a say in and something that only one person decides. Is there anything that a few people decide together? Using this information, describe the "government" of your family in terms of who makes decisions and how decisions are made.
2. If you were in charge of developing voting rules somewhere, how would you answer the question, "Who has the right to vote?" Explain why your answer makes sense.
3. What would it be like to be a citizen of a country where you could not vote? How would you feel about the laws of the country? How would you feel about the leaders of the country? Would you want to leave that country? Explain your answer.

SAMPLE

3. Language functions comprehensively support the progression of language development throughout the *Champion* program. They are used in the instructional language in the student and teacher books, unit and chapter objectives, and also taught in the academic vocabulary. Additionally, each chapter presents academic vocabulary and some of these terms are language functions.