



Focus on Proficiency Standards

Aligned to a cross-section of national and state English language proficiency standards.

LANGUAGE OBJECTIVES: EARLY ADVANCED LANGUAGE LEVEL

Unit 7

LISTENING

1. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.
2. Monitor own understanding of group discussions and seek clarification.
3. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.
4. Respond verbally and nonverbally to idiomatic expressions.
5. Respond to multi-step descriptive commands and instructions.
6. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.
7. Engage in higher level thinking activities (e.g., draw conclusions, compare/contrast) after listening to oral descriptions and positions.
8. Recognize differences in regional pronunciation and usage.
9. Use learning strategies described orally in a variety of familiar situations.
10. Listen and demonstrate comprehension of more complex academic content area vocabulary orally and/or visually; identify, analyze, and synthesize main points, supporting details, and other

SPEAKING

1. Make oneself understood when speaking in social conversations and academic discussions by consistently using standard English grammatical forms, sounds, intonation, pitch, and modulation.
2. Use and recombine words, phrases, and sentences representing new and learned vocabulary words with multiple meanings.
3. Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences.
4. Sustain extended conversations on familiar topics.
5. Prepare and deliver presentations/reports that follow a process of organization and use various sources; demonstrate familiarity with language conventions and usage during oral presentations.
6. Simulate scenarios based on broadcasts or multimedia presentations; role play scenes involving social situations (e.g., succumbing to peer pressure).
7. Retell and summarize stories in detail by describing the characters, setting, and plot.
8. Initiate group discussions, with assistance, on academic topics.
9. Provide responses demonstrating some use of connections and interpretation of familiar topics.

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▲ **Champion Teacher:**
Yellow Level
Early Advanced

LANGUAGE OBJECTIVES: EARLY ADVANCED LANGUAGE LEVEL

Unit 7

READING

1. Use knowledge of English morphemes, phonics, syntax, word relationships (e.g., roots and affixes), and context clues to decode text and interpret the meaning of unfamiliar words in literature and content area texts; recognize that some words have multiple meanings and apply this knowledge to understand texts.
2. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
3. Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.
4. Use an array of strategies with visually supported text to infer meaning (e.g., skim material for meaning of words, phrases, or sentences in context and/or to confirm or verify information).
5. Use a standard dictionary to determine the meaning of unknown words.
6. Recognize and extend knowledge of figurative language, idioms, analogies, and metaphors in literature and texts in content areas.
7. Organize, display, and interpret data from visually or graphically supported material.
8. Identify and explain the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional materials).
9. Critique information in regard to bias from various sources, including the Internet, using models or criteria.
10. Arrange information on topics of choice gathered from multiple sources in logical order.
11. Transform expository text into sequenced steps.
12. Interpret data presented in charts, tables, or graphs.
13. Demonstrate critical comprehension of and follow written instructions/directions in academic texts.

WRITING

1. Use strategies of note-taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms.
2. Use graphic organizers/visuals as a writing tool.
3. Demonstrate control of more complex sentence construction, including learned vocabulary, simple idioms, and figurative language, as well as the frequent use of standard writing conventions.
4. Write more advanced paragraphs with effective transitions, topic sentences, and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).
5. Express opinions and reactions to a variety of media on familiar topics in simple form with assistance.
6. Summarize information in paragraph form from various sources.
7. Use appropriate tone and voice for the purpose, audience, and subject matter.
8. Produce original ideas that incorporate synonyms, antonyms, or homophones from visually supported material.
9. Identify in writing the various elements of discourse (e.g., purpose, speaker, audience, form).
10. Write an essay or report that balances information, has original ideas, gives credit to sources in a bibliography, and uses appropriate tone and voice for the purpose, audience, and subject matter.
11. Write persuasive and expository compositions that include a clear thesis (supported by analogies, quotations, and facts appropriately), describe organized points of support, address a counterargument, convey information from primary and secondary sources, and uses some technical terms; structure ideas and arguments in a logical way with consistent use of standard grammatical forms.

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Each lesson in the *Champion* program is aligned to ELD standards for listening, speaking, reading, and writing. The objectives for each lesson are clearly specified in the teacher's guide.

Grammatical Forms*	Red	Blue	Yellow Level
*Bullets denote the introduction and/or focus of a grammatical form in a lesson. Once initially introduced, these forms are embedded throughout the <i>Champion</i> program thereafter.	Beg.–E. Int.	Int.	E. Adv.–Adv.
Nouns—plural	•	•	
Nouns—proper	•		
Nouns—irregular plural	•	•	
Nouns—countable and uncountable	•	•	
Nouns—possessive		•	
Verbs—future tense	•	•	•
Verbs—imperative	•	•	
Verbs—past tense	•	•	
Verbs—irregular past tense		•	
Verbs—present tense	•	•	
Verbs—present progressive	•	•	•
Verbs—future progressive		•	•
Verbs—past progressive	•	•	•
Verbs—perfect tense		•	•
Verbs—passive			•
Verbs—phrasal			•
Verbs—gerunds			•
Verbs—conditional			•
Adjectives—simple	•		
Adjectives—comparative and superlative	•	•	
Adjectives—multiple		•	
Adjectives—clauses			•
Adjectives—possessive		•	
Adjectives— <i>ish</i> and <i>too</i>			•
Adverbs—when and how	•	•	•
Adverbs—how often, how much		•	•
Adverbs—how many, to what degree		•	•
Articles	•		
Conjunctions— <i>and, but, or, however, because</i>	•	•	
Conjunctions— <i>so</i>	•		
Conjunctions—subordinating conjunctions		•	•
Conjunctions—correlative			•
Prepositions	•	•	•
Prepositions—specialized prepositions and prepositional phrases			•
Pronouns—subject	•	•	
Pronouns—object	•	•	
Pronouns—possessive	•	•	
Pronouns—demonstrative		•	
Pronouns—indefinite, reciprocal, reflexive, relative			•
Exclamations	•		
Simple statements	•	•	
Compound and complex statements		•	•
Questions with “wh”	•	•	
Questions with <i>do, does, did</i>	•		
Transitional words and phrases	•		•
Contractions	•	•	
Ordinal or sequence words	•	•	
Metaphors	•	•	•
Similes		•	•
Alliteration	•		
Modals— <i>can, may</i>	•		
Modals— <i>could, would, should</i>		•	
Modals— <i>must, might, shall, ought to, would rather</i>			•
Affixes	•	•	•
Idioms	•	•	•
Homophones/Homonyms	•	•	•
Synonyms/Antonyms	•	•	•



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Language Functions*		Red		Blue	Yellow	
		Beg.	Early Int.	Int.	E. Adv	Adv.
*Bullets denote the introduction and/or focus of a function in a lesson. Once initially introduced, these functions are embedded throughout the <i>Champion</i> program thereafter.						
Analyzing word structures such as roots and affixes				•	•	•
Asking and answering	informational questions using "wh" words		•	•		
	informational questions using <i>do, does, did</i>	•	•			
	open-ended questions		•			•
	simple yes/no questions	•	•			
	embedded or tag questions					•
	questions using modals or modal auxiliaries			•		
	positive and negative questions			•		
	questions about opinions	•	•			•
Attributing ideas using quote versus reported speech						•
Categorizing and classifying			•	•		
Communicating basic needs		•	•			
Comparing and contrasting using comparatives, superlatives, and conjunctions		•	•	•	•	•
Connecting ideas	using prepositions	•	•	•	•	•
	using conjunctions	•	•	•	•	•
Delimiting people, places, and things using articles		•				
Describing actions	using present, past, and future tense verbs	•	•	•	•	•
	using regular and irregular past tense			•		
	using progressive verbs	•	•	•		•
	using perfect tense			•	•	•
	using modals and verbs	•			•	
	using conditional form				•	•
Describing	geometric figures using nouns, subject pronouns, verbs, and adjectives		•			
	historical, scientific, or other information using compound or complex sentences			•	•	
	location using prepositions	•	•			
	people, places, and things using adjectives	•	•	•	•	
	what kind using adjectives			•	•	•
	states of being using verbs	•	•	•		
	when and how using adverbs		•	•	•	•
	intensity or degree, how many, how much and how often using adverbs			•	•	•
	ideas using idioms, exclamations, alliteration, metaphors, or similes	•	•	•	•	•
	needs and wants	•	•			
Expressing	a hypothetical situation			•		
	preferences	•	•			•
	Giving advice			•		

Language Functions		Red		Blue	Yellow	
		Beg.	Early Int.	Int.	E. Adv	Adv.
Identifying	actions with gerunds				•	
	cognates			•		
	main ideas with compound and complex sentences			•		
Making and responding to requests			•	•		
Making generalizations about data presented in graphs			•			
Making predictions using future tense				•		
Making statements about the immediate world		•	•			
Making transitional statements		•	•			•
Naming	people, places, and things using regular plurals, irregular plurals, and proper nouns	•	•	•		
	people, places, and things using countable and uncountable nouns		•	•		
	people, places, and things using content area abstract nouns				•	•
Renaming	people, places, and things using subject pronouns (I, you, he, she, it, we, they)					
	people, places, and things using possessive pronouns or object pronouns				•	
	people, places, and things using demonstrative, indefinite, reciprocal, or reflexive pronouns			•	•	
Responding to commands/directions using imperative verbs		•	•			
Requesting and sharing information using <i>wh</i> questions and statements			•			
Sequencing events or steps using ordinal numbers.			•	•		
Stating information using simple sentences		•	•			
Stating information using compound sentences				•	•	
Using context to develop understanding and determine meaning			•	•	•	
Using academic language		•	•	•	•	•
Using idiomatic language		•	•	•	•	•
Using figurative language				•	•	•
Using social language		•	•	•	•	•

The *Champion* program 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.