



Focus on Proficiency Standards

Language Functions*		Red		Blue	Yellow	
		Beg.	Early Int.	Int.	E. Adv	Adv.
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			•	•	•
Expressing	ideas using idioms, exclamations, alliteration, metaphors, or similes	•	•	•	•	•
	needs and wants	•	•			
	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**.