



# Champion of IDEAS™

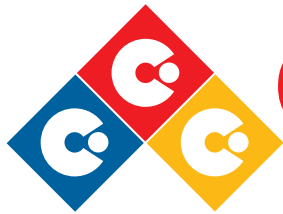
*Overview*



Ballard & Tighe

*helping English learners realize their full potential  
... one student at a time*

**A comprehensive and systematic English language development program for middle and high school students**



# Champion of IDEAS™

Champion of IDEAS is a rigorous, research-based language development program designed for middle and high school English 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.

Champion was designed with a

## FOCUS

### Focus on **Best Practices**

- Based on scientific research on how older students best learn language
- Systematic and comprehensive scope and sequence
- Comprehensible input and output through real-world activities and engaging themes
- Adaptable to many different instructional groupings (pull-out, bilingual, dual language, immersion)
- Variety of activities and teaching strategies to address different learning styles, abilities, and interests

(see pp. 6-9)

### Focus on **Language**

- Emphasis on oral language production
- Extensive academic language development
- Explicitly teaches grammatical forms and language functions
- Integrates listening, speaking, reading, and writing
- Develops literacy skills and reading comprehension strategies
- Proficiency based

(see pp. 10-13)



The program is organized into three parts by proficiency level:

#### Red Level



**Beginning Language Proficiency (Units 1–2)**  
Preproduction/Early Production

**Early Intermediate Language Proficiency (Units 3–4)**  
Simple Sentence Stage/Speech Emergence

#### Blue Level



**Intermediate Language Proficiency (Units 5–6)**  
Bridging Stage/Intermediate Fluency

# RED

# BLUE

# YELLOW

**“Help your ELs reach the finish line and be Champions”**



## Focus on **Academic Achievement**

- Rigorous content prepares students for success in mainstream academic classes
- Encourages higher order thinking skills
- Assessments track student progress and inform instruction

(see pp. 14-17)

## Focus on **Proficiency Standards**

- Aligned to TESOL and a cross-section of national and state English language proficiency standards
- Integrates core content standards from language arts, math, science, social studies, and more

(see pp. 18-21)

### Yellow Level



Early Advanced Language Proficiency (Unit 7)  
Higher Order Thinking Stage

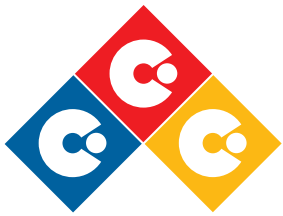
Advanced Language Proficiency (Unit 8)  
Closing-the-Gap Stage/Transition to mainstream instruction in English

## QA



### Why is the program arranged by language level rather than grade level?

Language development is incremental. Whether beginning students are in 6th grade or 12th grade, they need to learn the same vocabulary and grammatical forms and language functions. The topics, vocabulary, and language forms and functions in *Champion's* reading selections and learning activities are appropriate for both middle and high school students.



# Program Components

What comprises the *Champion of IDEAS* program?



## CHAMPION TEACHER

The *Champion Teacher* provides an instructional roadmap including detailed lesson plans. Each chapter highlights the teaching time, target vocabulary (including social and academic language), grammatical forms and language functions, and reading selections.



## CHAMPION READER

The *Champion Reader* is a full-color student textbook featuring engaging and age-appropriate fiction and nonfiction. Readings cover all major subject areas, including language arts, social studies, science, and mathematics. The reading level of each selection has been carefully reviewed by a team of educators to ensure its appropriateness for each language level. Reading levels on the Flesch-Kincaid scale and Lexile index are provided in the teacher's guide. A full-length recording of the *Champion Reader* on audio CDs is also available.



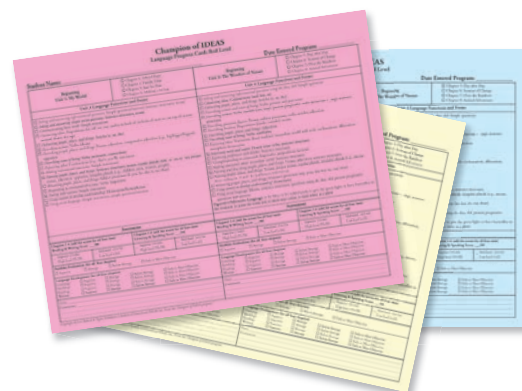
## CHAMPION WRITER

The *Champion Writer* is a consumable workbook with full-color activity pages that integrate listening, speaking, reading, and writing with the major content areas. Activity sheets are used for in-class work and homework.



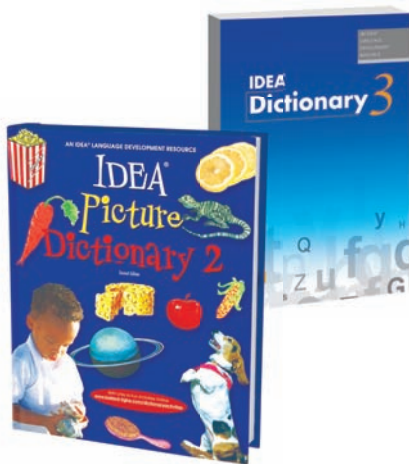
## CHAMPION TESTER

The *Champion Tester* is a black and white, consumable book of chapter tests to assess if students are mastering each chapter's objectives and language standards.



## CHAMPION LANGUAGE PROGRESS CARDS

These cards provide the scope and sequence of each level of the program, and are useful for tracking individual student progress.



### CHAMPION DICTIONARIES (RED AND BLUE LEVELS)

Customized dictionaries for English learners 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.

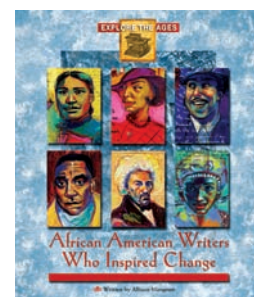
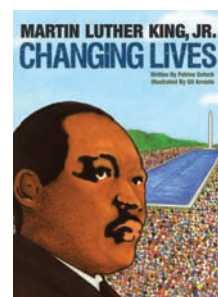
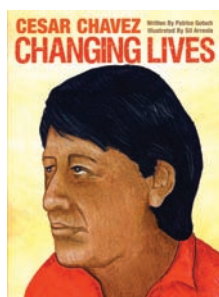
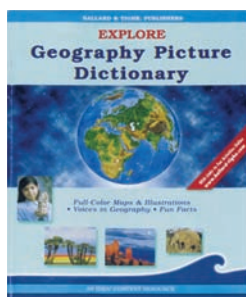
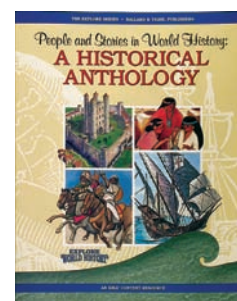
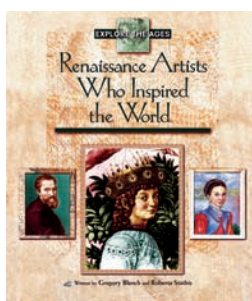
### CHAMPION CD-ROMS

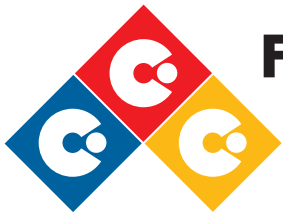
The *Champion* CD-ROMs contain many useful and effective teaching tools, including:

- Placement tests for placement into the *Champion* program
- Reproducible instructional materials such as visuals, templates, graphic organizers, and word lists
- Chapter tests in electronic format
- Student and teacher evaluation forms

### CHAMPION LIBRARY (RED AND BLUE LEVELS)

A short book or article from the *Champion* Library is integrated into each chapter of the Red and Blue Levels. This exposes students to a variety of genres and styles, as well as academic vocabulary and content.





# Focus on **Best Practices**

Systematic and comprehensive scope and sequence

**CHAPTER 32: SCIENCE AND TECHNOLOGY: THE ADVENT OF COMPUTERS**  
**Lesson 1: Science and Technology (Part 1)** Language Level: Advanced

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**Approximate Teaching Time:** 12 (50-minute) class periods

**Resources Needed:** *Champion Reader*; *Champion* CD-ROM; *Champion Writer* (Activity 75-78); *Champion* Audio CD; standard and bilingual dictionaries; an index card and manila folder for each student; overhead transparencies; chart paper/pens/pencils/paper; a blue and black pen for each student

**Target Vocabulary**

**Nouns:** abacus, application, calculator, chip, circuit, computation, creation, density, desirability, foundation, guidance, hardware, innovation, intelligence, leap, mechanism, milestone, missile, modem, notch, predecessor, program, programmer, refurbishment, semiconductor, signal, software, tablet, transistor, typewriter, unveiling, wiring

**Verbs:** to afford, to assist, to come up with, to consist, to demonstrate, to fast forward, to fund, to herald, to house, to invent, to modify, to overheat, to patent, to pave, to program, to reprogram, to shape, to shut down, to store, to transfer

**Adjectives:** accounting, analog, ballistic, binary, bulky, convenient, countless, crucial, efficient, hand-held, impressive, integrated, mere, numeric, obsolete, onboard, planar, programmable, revolutionary, rudimentary

**Adverbs:** continuously, dramatically, moreover, still

**Preposition:** via

WARM-UP (2 Class Periods)	Language Objectives	Language Functions & Forms	Page
1. Introduce the chapter topic and connect with prior knowledge. 2. Preview the chapter content through an interactive lecture; have students identify key details and concepts and restate information acquired through listening. 3. Have students create a new learning strategy reference card. 4. Have students create an assessment portfolio and preview target vocabulary. <b>Homework</b> <b>Observing Student Progress</b>	L: 1-2, 5, 12 S: 1-2, 12-13		234-236

232 Chapter 32





The **WARM-UP** section taps into students' prior knowledge and connects it to the topic of the reading selection, sparking their interest in the topic and getting them to relate the topic to their own lives.

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

Perfect for pull-out groups, single or multigrade classes as well as intervention, bilingual, dual language, or immersion programs.



The **CONNECT** section guides students through pre-reading activities and focuses students' attention on the target vocabulary, functions, and forms that are reflected in the reading selection for each lesson.

CONNECT (7 Class Periods)	Language Objectives	Language Functions & Forms	Page
<ol style="list-style-type: none"> <li>1. Review homework and topics covered in the previous class session.</li> <li>2. Have students work in groups to define target nouns and present them to the class.</li> <li>3. Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; have students make predictions.</li> <li>4. Read the text with students; have students ask and answer comprehension questions orally; have students check predictions and research unanswered questions.</li> <li>5. Have students answer comprehension questions orally and in writing.</li> <li>6. Have students connect information from text to self and write a journal entry.</li> <li>7. Focus on grammar: verbs.</li> <li>8. Focus on grammar: adjectives and adverbs.</li> <li>9. Focus on grammar: prepositions.</li> </ol> <p><b>Putting It All Together</b></p> <p><b>Word Wise</b></p> <p><b>Homework</b></p> <p><b>Observing Student Progress</b> </p>	L: 1-7, 12 S: 1-2, 4, 9, 13-14 R: 1-2, 4, 8 W: 2-3, 5	<p><i>Naming people, places, things:</i> Content area abstract nouns (e.g., innovation, mechanism, predecessor)</p> <p><i>Describing actions:</i> Verbs (e.g., Austrian-Hungarian physicist Julius Edgar Lilienfeld <u>patented</u> the first transistor in Canada on October 22, 1925.)</p> <p><i>Describing what kind:</i> Adjectives (e.g., Thousands of years ago, the earliest humans performed calculations using <u>rudimentary</u> tools.)</p> <p><i>Describing when:</i> Specialized adverbs (e.g., Scientists today <u>still</u> use this test to determine whether machines are intelligent and can actually think.)</p> <p><i>Connecting ideas:</i> Specialized prepositions (e.g., Modems convert digital information from the sending computer into an analog signal that can be transferred <u>via</u> a telephone line.)</p>	236-239
EXTEND (3 Class Periods)	Language Objectives	Language Functions & Forms	Page
<ol style="list-style-type: none"> <li>1. Review homework and topics covered in the previous class session.</li> <li>2. Analyze rhetorical styles found in consumer and informational materials and identify author's purpose.</li> <li>3. Have students write a page from a computer-related manual or a short feature article related to computers.</li> <li>4. Have students revisit the target vocabulary and complete a self-assessment of learning.</li> </ol> <p><b>Homework</b></p> <p><b>Observing Student Progress</b> </p>	L: 1, 3, 11-12 S: 9, 13-14 R: 1-4, 7-8 W: 2-4, 14-16		239-241

Lesson 1

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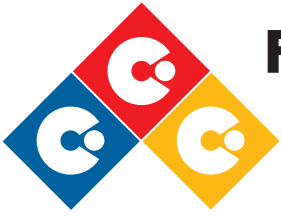


The **EXTEND** section of the *Champion* lesson is when students apply what they have learned in new contexts, often engaging in writing assignments and extended oral discourse.



### What is systematic instruction?

Systematic instruction involves a research-based progression of *what* linguistic content to introduce and *when* to introduce it. The *Champion* program integrates all four language skills from the very beginning, teaches the components and processes of reading and writing, teaches reading comprehension strategies, focuses on vocabulary development, and so forth.



# Focus on Best Practices

Comprehensible input and output through real-world activities and engaging themes.

The *Champion Reader* contains readings from a variety of genres providing comprehensible input through engaging themes and content.

The *Champion Writer* provides opportunities to practice concepts independently, in pairs, or in small/large groups.



**UNIT 3: DAILY LIFE** **Chapter 9: Let's Eat!**

## 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."

▲ 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."

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

86 Unit 3 • Chapter 9

Activity 138 Date: \_\_\_\_\_

### How to Make Butter

**DIRECTIONS:** You churn milk to make butter. Churn means to mix very fast. As you churn the milk, the fats in the milk separate from the liquid. We call the liquid "buttermilk." We call the part that is almost solid "butter." Butter is the fat of the milk. Making butter is easy with a food processor. Follow the steps below and record your observations.

You will need:

1-2 cups heavy whipping cream (or ½ liter of double cream)  
*(preferably without stabilizers or other additives)*

1. Fit food processor with plastic blade, whisk, or normal chopping blade.
2. Fill food processor about ¾ full with heavy whipping cream.
3. Blend.

Observations: \_\_\_\_\_

4. Drain the buttermilk (the liquid) from the food processor.
5. Add ½ cup of ice-cold water and blend again.

Observations: \_\_\_\_\_

6. Drain the water and repeat Step 5 until the wash water is clear.
7. Place dump butter into a cool bowl and beat with a potato masher or two forks. Pour out the water occasionally until most of the water is removed.

The butter is ready to eat!

Observations: \_\_\_\_\_

Activity 83 Date: \_\_\_\_\_

### Can You Count It?

**DIRECTIONS:** Complete each sentence about the food or drink item shown in the picture. Then write if the food or drink word is countable or uncountable.

**Examples:** There is a strawberry on the table. countable

There is some soup on the table. uncountable

1. There is \_\_\_\_\_ on the table. \_\_\_\_\_
2. There is \_\_\_\_\_ on the table. \_\_\_\_\_
3. There is \_\_\_\_\_ on the table. \_\_\_\_\_
4. There is \_\_\_\_\_ on the table. \_\_\_\_\_
5. There is \_\_\_\_\_ on the table. \_\_\_\_\_
6. There is \_\_\_\_\_ on the table. \_\_\_\_\_

▲ **Champion Writer: Red Level**  
**Beginning—Early Intermediate**

Writing at the Beginning/Early Intermediate levels focuses on activities such as labeling pictures, copying model sentences, and completing cloze activities.



# Meaningful, captivating themes promote active engagement in reading.



The Delicious Diner will serve soups, salads, and sandwiches for lunch and dinner. "Many people order some bread and some soup for lunch," says Tobosa. The diner is also going to have a daily pasta special. According to Tobosa, all the bread at the Delicious Diner will be homemade. She will use fresh ingredients in the food she serves. If you are thirsty, the Delicious Diner is going to have many different drinks. There will be coffee, soda, water, milk, and sparkling juice.



▲ Linda Tobosa says all the bread at the Delicious Diner will be homemade.

*I'm a baker,*  
and I love to bake desserts ...  
I want to share my talent  
with everyone in Springfield.

▲ The Delicious Diner will serve soups, salads, and sandwiches daily for lunch and dinner.

Satisfy your Sweet Tooth at the Delicious Diner

## QA How does Champion prepare students for the real world?

Champion explicitly teaches concepts and then gives students engaging activities to further practice concepts in real-world contexts. Topics range from more concrete topics in a student's immediate world such as school, family, occupations, and animals in the Red Level (Beginning to Early Intermediate) to more academic, content-based topics such as the solar system, the human body, the origins of democracy, and technology in the Blue and Yellow Levels (Intermediate–Advanced).

**Activity 42** Date: \_\_\_\_\_

### Mass Media Description and Analysis

**DIRECTIONS:** Read the questions below and answer them after you have read a mass media text or watched a mass media presentation. After you have answered all the questions, take the information in the response column and use it to write an expository essay. Follow the steps of the writing process you have learned in class to complete this assignment.

Question	Response
1. What did you read or watch?	
2. What was the form of communication (e.g., editorial, television program, movie, Internet blog, and so forth)?	
3. Who do you think was the intended audience for this text or broadcast?	
4. What was the purpose of the text or broadcast?	
5. Describe the main message and some supporting evidence used in the text or broadcast.	

(continued on next page)

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### ▲ Champion Writer: Yellow Level Early Advanced—Advanced

Writing in later levels focuses on open-ended writing in a variety of genres such as persuasive essays, expository reports, descriptive and narrative paragraphs, journal entries, blogs, and resumes. Rubrics are provided for students to assess their own writing.

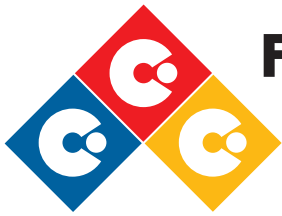
**Guide 6 Writing Directions and Rubric Checklist: Expository Essay**

**DIRECTIONS:** Choose one of the three writing prompts your teacher gave you. You are going to use this as the basis of a formal, expository essay that demonstrates control of complex sentence constructions and use of new vocabulary you have learned. Your expository essay should also include the concepts *focus, answer, and how/so*, appropriate use of prepositions expressing time, effective transitions, a topic sentence for each paragraph, and supporting details and examples. Because this is a formal essay, you will need to use the appropriate tone and voice for the audience and subject matter. Pay particular attention to word choice, organization, point of view, fluency, strength of ideas, and transitions. Use the rubric below as a checklist to help you complete this project. The rubric will be used to evaluate your final work.

Standard	Exceptional	Average	Below Average
<b>Content</b>	<ul style="list-style-type: none"> <li>Writing is clear, coherent, and focused</li> <li>Demonstrates control of complex sentence construction, including effective transitions</li> <li>Features appropriate tone and voice for audience, purpose, and subject matter</li> <li>Each paragraph includes a topic sentence and supporting details/examples</li> <li>Includes a strong conclusion</li> <li>Reflects clear progression through the stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Writing is comprehensible</li> <li>Demonstrates an awareness of audience and purpose</li> <li>Reflects a clear progression through most of the stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Writing is unfocused and difficult to follow</li> <li>Does not show evidence of progression through the stages of the writing process</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Writing features all of the following:                             <ul style="list-style-type: none"> <li>A main point and thoughtful and appropriate supporting evidence (e.g., details and examples)</li> <li>An organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</li> <li>Use of writing strategies (e.g., note taking, outlining, and summarizing) that aids in structuring the essay</li> <li>All statements are supported (e.g., by anecdotes, descriptions, facts and statistics, and/or specific examples)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing features <u>most</u> of the following:                             <ul style="list-style-type: none"> <li>A main point and some supporting evidence</li> <li>An organizational structure that includes a beginning, middle, and end, features some transitions</li> <li>Use of writing strategies (e.g., note taking, outlining, and summarizing) to aid in structuring the essay</li> <li>Some statements are supported (e.g., by anecdotes, descriptions, facts and statistics, and/or specific examples)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing features <u>few</u> of the following:                             <ul style="list-style-type: none"> <li>Some information about the topic</li> <li>An organizational structure that includes a beginning, middle, and end, features some transitions</li> <li>Use of writing strategies (e.g., note taking, outlining, and summarizing) to aid in structuring the essay</li> <li>Some statements are supported (e.g., by anecdotes, descriptions, facts and statistics, and/or specific examples)</li> </ul> </li> </ul>

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### ▲ Writing Rubric from Champion CD-ROM: Yellow Level



# Focus on Language

Emphasis on Oral Language Production

## CHAPTER 9: LET'S EAT!

### Overview

Language Level: Early Intermediate

<b>Teaching Time</b>	25 (50-minute) class periods
<b>Chapter Evaluation</b>	1 class period
<b>Target Vocabulary</b>	<p><b>Nouns:</b> apple, apron, baker, banana, bread, breakfast, cake, carrot, celery, cereal, cheese, coffee, cook, cookie, cracker, cupcake, dessert, dinner, doughnut, dozen, grape, grapefruit, ham, hamburger, ingredient, juice, lemon, lettuce, lunch, meat, milk, napkin, orange, pancake, pie, pineapple, potato, salad, sandwich, soda, soup, spinach, strawberry, toast, tomato, water</p> <p><b>Verbs:</b> to bake, to barbeque, to collapse, to follow, to forget, to order, to pick up, to satisfy, to season, to slice, to stop by</p> <p><b>Adjectives:</b> chocolate, daily, exhausted, fresh, frosted, homemade, hungry, secret, sour, sparkling, spicy, sweet, thirsty</p> <p><b>Prepositions:</b> after, before</p> <p><b>Adverb:</b> daily</p> <p><b>Idioms:</b> my eyes were bigger than my stomach, sweet tooth</p>
<b>Social Language &amp; Classroom Commands</b>	<p><b>Lesson 1:</b> Are you hungry/thirsty? Yes, I'm hungry/thirsty. No, I'm not hungry/thirsty. What do you want to eat/drink? I want ____.</p> <p><b>Lesson 2:</b> What can I get you? I will have _____. Can you come over for breakfast? Yes, I can.</p>
<b>Academic Language</b>	government, pyramid, diet, lifestyle, slogan, variety, symbol, moderation, proportionality, food group, scientist, slave, agriculture, childhood, adulthood, contribution, legacy, degree, master's degree, crop, to replace, to emphasize, to represent, to release, to recommend, to contain, to experiment, to encourage, some, physical, main, gradual, smart, detailed, productive, compassionate, sympathetic
<b>Reading Selections</b>	<p><b>Lesson 1</b> Reader: "Satisfy Your Sweet Tooth at the Delicious Diner" (Flesch-Kincaid Grade Level: 6.3; 770L)</p> <p><b>Lesson 2</b> Reader: "Preparing for a Party" (Flesch-Kincaid Grade Level: 5.7; 440L)</p> <p><b>Lesson 3</b> Reader: "MyPyramid Promotes Healthy Eating and Exercise" (Flesch-Kincaid Grade Level: 8.9; 810L)</p> <p><b>Lesson 4</b> "George Washington Carver: Scientist" in <i>People and Stories in American History: A Historical Anthology</i> (pages 375-376) (from the <i>Champion Library</i>)</p>

**Note:** Check to be certain that students don't have any allergies before allowing them to sample target vocabulary (foods and drinks). Reinforce the importance of limiting sweets and eating a healthy, balanced diet.

### Overview

▲ **Champion Teacher: Red Level Beginning—Early Intermediate**

Students have extensive opportunities to practice both social and academic language in authentic contexts. This academic language is recycled throughout the program.

The activities in the **WARM-UP** section emphasize listening and speaking skills. The learning environment is low-anxiety and encourages student participation, both verbal and non-verbal.

## CHAPTER 9: LET'S EAT!

### Lesson 1: Satisfy Your Sweet Tooth at the Delicious Diner

Language Level: Early Intermediate

**Approximate Teaching Time:** 8 (50-minute) class periods

**Resources Needed:** *Champion Reader*; *Champion CD-ROM*; *IDEA Picture Dictionary 2*; *Champion Writer* (Activity 83-85); *Champion Audio CD*; pictures and examples of target foods; manila folder for each student; chart paper/pens/pencils/paper

#### Target Vocabulary

**Nouns:** apple, baker, banana, bread, breakfast, cake, cereal, coffee, cookie, cupcake, dessert, dinner, doughnut, dozen, grape, grapefruit, ingredient, juice, lemon, lunch, milk, pancake, pie, pineapple, salad, sandwich, soda, soup, strawberry, toast, water

**Verbs:** to bake, to order, to pick up, to satisfy, to stop by

**Adjectives:** daily, fresh, frosted, homemade, hungry, sour, sparkling, sweet, thirsty

**Adverb:** daily

**Idiom:** sweet tooth

WARM-UP (2 Class Periods)	Language Objectives <sup>†</sup>	Language Functions & Forms	Page
<ol style="list-style-type: none"> <li>Have students follow a familiar process; identify target vocabulary orally.</li> <li>Introduce phrases/sentences to teach students to communicate needs orally.</li> <li>Have students locate key facts in graphics and text and participate in a group discussion.</li> <li>Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information.</li> </ol> <p><b>Homework</b></p> <p><b>Observing Student Progress</b> 🔍</p>	<p>L: 4-5, 15 S: 1, 3, 5, 7, 9, 11, 14, 21 R: 34 W: 20</p>	<p><i>Naming people, places, and things:</i> Nouns (e.g., sandwich, bread, breakfast)</p> <p><i>Asking and answering questions:</i> Sentence structures, adjectives, nouns (e.g., Are you hungry? Yes, I'm hungry. What do you want to eat? I want an apple.)</p>	298-299

<sup>†</sup> Language Objectives for Unit 3 are listed on pages 290-293.

**Champion builds oral language production through meaningful and authentic contexts, with an emphasis on academic language.**

**CHAPTER 17: THE POWER OF LANGUAGE**

Overview

Language Level: Intermediate

Teaching Time	29 (50-minute) class periods
Chapter Evaluation	1 class period
Target Vocabulary	<p><b>Nouns:</b> affix, analogy, antonym, bondage, clue, essay, exchange, homograph, homophone, hyperbole, idiom, inference, influence, language, letter, metaphor, mnemonic, movement, myth, mythology, narrative, obstacle, origin, paragraph, phrase, prefix, prejudice, punctuation, reference, rhyme, root, sentence, sentiment, sequence, shift, simile, slave, slavery, suffix, summary, synonym, thesaurus, vocabulary, writing</p> <p><b>Verbs:</b> to amaze, to appreciate, to assimilate, to behave, to borrow, to challenge, to chronicle, to commence, to complain, to confuse, to convince, to create, to criticize, to determine, to disagree, to escape, to establish, to exaggerate, to inspire, to integrate, to invade, to organize, to question, to rhyme, to slumber</p> <p><b>Adjectives:</b> Anglo-Saxon, alike, ashamed, clever, common, determined, difficult, discontented, expository, famished, figurative, flexible, former, fugitive, gifted, heartfelt, historical, honest, illegal, influential, literal, magnificent, multiple, perplexing, poor, proud, racial, rough, talented, unfamiliar, unknown, wise</p> <p><b>Adverbs:</b> fast, frequently, gradually, occasionally</p> <p><b>Pronouns:</b> this, that, these, those</p> <p><b>Prepositions:</b> into, out of</p> <p><b>Conjunction:</b> so</p> <p><b>Additional Academic Language:</b> In addition to the target vocabulary specified above, students will be exposed to many other academic terms in this chapter.</p>
Figurative/Idiomatic Language	Lesson 2: her eyes were like shining emeralds, the dog's fur is as white as snow, his touch was a warm summer day, at the end of my rope, spread yourself too thin, driving me up a wall, something up his/her sleeve, a blank slate, a cold fish

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Chapter 17

**▲ Champion Teacher: Blue Level Intermediate**

It is critical for English learners to continue developing and refining their social language abilities, including their understanding of figurative language.

Teacher resources such as printable vocabulary lists are available on the *Champion* CD-ROM.

**Chapter 17, Lesson 1 Vocabulary Sheet**

Nouns	Verbs	Adjectives	Adverbs
<p>1</p> <ul style="list-style-type: none"> <li>affix</li> <li>antonym</li> <li>clue</li> <li>essay</li> <li>homograph</li> <li>homophone</li> <li>inference</li> <li>influence</li> </ul>	<ul style="list-style-type: none"> <li>to borrow</li> <li>to create</li> <li>to determine</li> <li>to establish</li> <li>to integrate</li> <li>to invade</li> </ul>	<p>1</p> <ul style="list-style-type: none"> <li>Anglo-Saxon</li> <li>common</li> <li>difficult</li> <li>expository</li> <li>famished</li> </ul>	<ul style="list-style-type: none"> <li>frequently</li> <li>gradually</li> </ul>
<p>2</p> <ul style="list-style-type: none"> <li>language</li> <li>myth</li> <li>mythology</li> <li>narrative</li> <li>origin</li> <li>paragraph</li> <li>phrase</li> <li>prefix</li> </ul>		<p>2</p> <ul style="list-style-type: none"> <li>flexible</li> <li>historical</li> <li>multiple</li> <li>rough</li> <li>unfamiliar</li> <li>unknown</li> </ul>	
<p>3</p> <ul style="list-style-type: none"> <li>reference</li> <li>root</li> <li>sentence</li> <li>shift</li> <li>suffix</li> <li>synonym</li> <li>thesaurus</li> <li>vocabulary</li> </ul>			

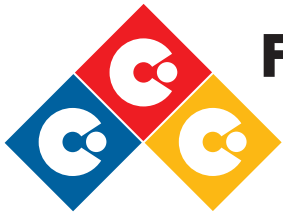


**Why does the *Champion* program so strongly emphasize vocabulary and academic language development?**

Research indicates that for struggling readers (including ELLs) one of the biggest obstacles in accessing mainstream texts is the lack of vocabulary and academic language. It is critical that students develop the literacy skills that enable them to access texts. *Champion* strongly emphasizes vocabulary development and academic language in the program with the ultimate goal of creating proficient readers who can access mainstream content-area material presented.

Unit 5: Communicating Ideas and Taking Action ▶ Chapter 17: The Power of Language

**▲ Vocabulary Sheet from *Champion* CD-ROM: Blue Level**



# Focus on Language

Explicitly Teaches Grammatical Forms and Language Functions

CONNECT (8 Class Periods)	Language Objectives	Language Functions & Forms	Page
<ol style="list-style-type: none"> <li>Review homework and topics covered in the previous class session.</li> <li>Have students work in groups to define target nouns and present them to the class.</li> <li>Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection.</li> <li>Read the text with students; have students ask and answer comprehension questions orally.</li> <li>Have students answer comprehension questions orally and in writing.</li> <li>Have students connect information from text to self and write a journal entry.</li> <li>Focus on grammar: verb tense review and perfect progressive tenses—past, present, future, and conditional.</li> <li>Focus on grammar: verbs.</li> <li>Focus on grammar: modals.</li> <li>Focus on figurative language.</li> <li>Focus on grammar: adjectives and adverbs.</li> <li>Focus on grammar: prepositions.</li> </ol> <p><b>Putting It All Together</b></p> <p><b>Word Wise</b></p> <p><b>Homework</b></p> <p><b>Observing Student Progress</b></p>	L: 1-4, 6, 12 S: 1-5, 9, 13-14 R: 1-3, 7, 8 W: 1-3, 5	<p><i>Naming people, places, things:</i> Content area abstract nouns (e.g., climate, hero, replication)</p> <p><i>Describing actions:</i> Perfect progressive tense verbs—past, present, future, conditional (e.g., He <b>has been researching</b> which varieties of tomatoes ought to grow best in the area where he lives. Augusto <b>had been talking</b> about growing tomatoes in his backyard before he even moved to Texas ... By next summer, Augusto <b>will have been living</b> in Texas for five years. "I <b>would have been growing</b> tomatoes for years if I had known what to do," he told his best friend Lin.)</p> <p><i>Expressing tense, voice, and mood:</i> Modals (e.g., He has been researching which varieties of tomatoes <b>ought to</b> grow best in the area where he lives.)</p> <p><i>Using figurative language:</i> Abstract idiomatic expressions (e.g., a piece of cake, green thumb, back to square one)</p> <p><i>Describing what kind:</i> Adjectives (e.g., Part 2 of the article covers <b>descriptive</b> statistics that can be used to summarize data, including data from Augusto's Project Tomato experiment.)</p> <p><i>Describing how much:</i> Adverbs (e.g., But suppose that Augusto doesn't realize that one half of the yard gets <b>slightly</b> less sun exposure.)</p> <p><i>Connecting ideas:</i> Specialized prepositions (e.g., Suppose that Augusto has locations scattered <b>throughout</b> his backyard for up to 30 individual plants.)</p>	182-187

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

The **CONNECT** section of the lesson emphasizes the development of grammatical proficiency. Grammar instruction is explicit.

See pages 19–21 for an overview of the forms and functions covered in the *Champion of IDEAS* program.



## What are grammatical forms and language functions?

Grammatical forms refer to the type of language required to complete a task or function. Language functions refer to how language is used in communication. For example, in order to describe things, one needs to know sentence structures using adjectives. Adjectives and sentence structures are the **forms** and describing things is the **function**.









Current research points to the need for ELD teachers to provide direct instruction on grammatical forms, such as parts of speech or sentence structures, as well as language functions, such as naming people, places, and things or describing actions. The lesson overview charts in the *Champion Teacher* specify the grammatical functions and language forms addressed in each chapter.

Activity 40

Date: \_\_\_\_\_

## Pronouns: A Conversation

**DIRECTIONS:** Read the conversation below and complete the sentences with the correct pronoun. Use the pronoun chart for help. Be sure to capitalize the first letter in a sentence.

	Singular	Plural
First Person	 I	 we
Second Person	you → 	you → 
Third Person	he →  she →  it → 	they → 

Student #1: What job do you want when you get older?

Student #2: \_\_\_\_\_ want to be a lifeguard.

Student #1: What about your sister? What job does \_\_\_\_\_

Student #2: \_\_\_\_\_ wants to be a pilot.

Student #1: What about your brother? What job does \_\_\_\_\_

Student #2: \_\_\_\_\_ wants to be a mail carrier.

Student #1: All the girls in my family like to drive. \_\_\_\_\_

Student #2: My brothers like to drive. \_\_\_\_\_ are going to

Student #1: Nice talking to \_\_\_\_\_.

Student #2: Nice talking to \_\_\_\_\_, too. Good-bye.

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▲ **Champion Writer: Red Level**  
**Beginning—Early Intermediate**

Function—Renaming things  
Form—Subject pronouns

Unit 1: My World • Chapter 4: Making a List

Unit 6: Looking Back, Present, and Future • Chapter 23: Out of This World

Activity 73

Date: \_\_\_\_\_

## Comparing and Contrasting

**DIRECTIONS:** You have learned many different ways to compare and contrast two or more people, places, and things. Look at each set of pictures. Then write a sentence comparing or contrasting the people, places, or things you see.

**Example:**  The salt is as heavy as the gold.

 1. \_\_\_\_\_

 2. \_\_\_\_\_

 3. \_\_\_\_\_

 4. \_\_\_\_\_

 5. \_\_\_\_\_

 6. \_\_\_\_\_

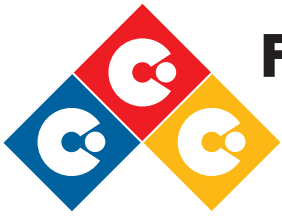
 7. \_\_\_\_\_

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▲ **Champion Writer: Blue Level**  
**Intermediate**

Function—Comparing and contrasting  
Form—Adjectives, comparative structures

Activities provide **multiple opportunities** to build upon and reinforce the grammatical structures students learn.



# Focus on Academic Achievement

Rigorous content prepares students for success in mainstream academic classes.

## UNIT 6: LINKING THE PAST, PRESENT, AND FUTURE

### Chapter 22: Encounters and Discoveries

## Moctezuma Meets Hernando Cortés

By Marisela Funes-Jones

The 1400s and 1500s were an important time of change in world history. During Europe's age of exploration, European rulers sent explorers to find new sailing routes because they wanted spices and other goods from China and India. Some rulers wanted to conquer new lands to expand their empires. Others were eager to spread the religion of Christianity.



During the 1400s and 1500s, European rulers sent explorers across the seas to find new trade routes and to spread Christianity. These explorers claimed land in North and South America, which Europeans called the "New World."

### Explorers Search for New Lands

During the European age of exploration, Europeans developed stronger ships and better navigational tools. These advances allowed them to go on longer, safer voyages. European kings and queens chose explorers to command their sailing expeditions. These explorers went in search of new lands to conquer and colonize. The explorers wanted wealth and fame. Some explorers sailed to Africa. Others sailed to the lands that are now North America and South America. One of the earliest and most successful Spanish explorers was Hernando Cortés, a young, adventurous Spanish commander.



Cortés is sometimes referred to as a *conquistador*, a Spanish word that means "conqueror."

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Unit 6 • Chapter 22

▲ **Champion Reader: Blue Level Intermediate**

The *Champion Reader* covers a broad range of interesting topics including history, literature, communications, mathematics, and science and technology, as well as many different reading and writing genres.

### COMPREHENSION CHECK

1. Name two reasons Europeans wanted to find new lands in the 1400s and 1500s.
2. In what year did Moctezuma become ruler of the Aztec empire?
3. Why were the Spaniards impressed with Tenochtitlan?
4. How did Cortés trick Moctezuma?
5. What is smallpox, and how did it affect the Aztecs?



### MAKE CONNECTIONS

1. Did the Spaniards have the right to take over the Aztecs' land? Why or why not? Do countries today try to conquer other lands and take them over? Is this right? Why or why not?
2. How were Cortés and Moctezuma alike? How were they different? Do you admire either of these leaders? Explain your answer.
3. What lessons can we learn from the fall of the Aztec empire?

### ABOUT THE AUTHOR



Marisela Funes-Jones grew up in Argentina and Illinois, places that inspired her love of history, writing, and world travel. She has taught English in Japan and Spanish in the United States. She currently is a professor of Spanish and Latin American literature, culture, and civilization at Colby College in Maine.

Moctezuma Meets Hernando Cortés

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At the end of each reading, students answer comprehension questions that assess understanding of the content and promote higher order thinking skills.

The *Make Connections* critical thinking questions encourage students to relate what they are reading to their own life and share their opinions.

Reading genres covered in the <i>Champion of IDEAS</i> programs	Red Level (Beg.–E. Int.)	Blue Level (Int.)	Yellow Level (E. Adv.–Adv.)
Advertisement	•	•	
Autobiography	•		
Biography	•	•	
Cartoon Strip/Graphic Story	•		
Classic Literature			•
Consumer Document	•		
Descriptive Fiction	•	•	•
Drama/Play	•	•	
Editorial	•	•	
Fable		•	
Fictional Journal		•	
Graphic Organizer	•	•	•
Historical Fiction		•	
Interview			•
Legend/Tall Tale	•	•	
Letter	•	•	
Magazine Article	•		
Myth	•		
Newspaper Advice Column	•		
Newspaper Article	•		
Nonfiction Article	•	•	•
Nonfiction Book	•	•	
Poetry	•	•	•
Professional/Career Text		•	
Reader's Theater	•		
Science Log/Journal	•		•
Short Story	•		
Radio Broadcast			•
Q&A		•	•

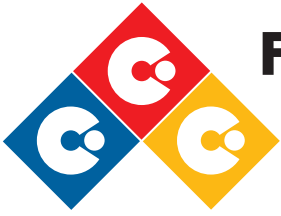


### What content does *Champion of IDEAS* cover?

The *Champion of IDEAS* program covers a broad range of interesting topics including history, literature, communications, mathematics, and science and technology as well as many different reading and writing genres.

The *Champion Reader* covers 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. Through rigorous academic language development, the *Champion* program provides students access to core content and vocabulary that they will encounter in mainstream classes, allowing them successful transitions to mainstream content area subjects.

**Rigorous content and academic language development encourages higher order thinking skills.**



# Focus on Academic Achievement

Assessments throughout the program track student progress and inform instruction.

## Placement Tests

Placement tests assess all four language domains (LSRW) to place students at the appropriate program level



### Red Level

Beginning–  
Early Intermediate

### Blue Level

Intermediate

### Yellow Level

Early Advanced–  
Advanced

## Formative

### Class Assignments

Each chapter includes assignments to complete; reviewing this student work can point to areas that students grasp as well as those that require reteaching and/or additional practice.

### Writing Rubrics

Writing rubrics for different genres are provided to assess student writing.

### Portfolio Evaluation

Students create and compile a portfolio of work they complete for each chapter. This shows what students are doing well and what areas need additional attention.

## Summative

### Chapter Tests

Students take a test at the end of each chapter. These chapter tests cover all four language domains (LSRW).

### Portfolio Evaluation

Each chapter's portfolio shows what a student has accomplished and learned; as such, they serve as a summative assessment providing a body of evidence to demonstrate that content standards have been met.

## Informs Instruction

**Reteach/Intervention**

**Move on to next chapter/unit**



# Chapter tests assess all four domains of language: listening, speaking, reading, and writing.

**Chapter Test 22** Date: \_\_\_\_\_ 37

**Listening**

**Part 1: Choose the word.**  
**DIRECTIONS:** Listen carefully. Then look at each word. Bubble in the circle next to the word that goes with what you hear.

**Sample:**

- factory
- temple
- apartment

1.  probably  
 recently  
 exactly
2.  precious  
 virtual  
 conflicting
3.  to bribe  
 to witness  
 to assemble
4.  investigator  
 nomad  
 interpreter
5.  outnumber  
 coincide  
 split

**Chapter Test 22** Date: \_\_\_\_\_ 40

**Part 2: What is it?**  
**DIRECTIONS:** Listen to the sentence. Is the action happening now, was it happening in the past, or will it be happening in the future? Bubble in the circle next to the correct answer.

**Sample:**

- now
- past
- future

6.  now  
 past  
 future
7.  now  
 past  
 future
8.  now  
 past  
 future
9.  now  
 past  
 future
10.  now  
 past  
 future

**Part 3: Reading Comprehension**  
**DIRECTIONS:** Read the conversation. Then read the questions. Bubble in the circle next to the correct answers.

Charlie: What did you think of the section on shipwrecks?  
 Karen: I loved it! I want to be a deep-sea hunter like those people at Odyssey Marine Exploration.  
 Charlie: Yeah, it would be cool to run one of those robot things.  
 Karen: Oh, you mean the ones with a camera?  
 Charlie: Right. You know, I did my research on the Internet last night for my report. I found a web site with information about other shipwrecks.  
 Karen: Really? Was it helpful?  
 Charlie: Yeah, it was. There was another project with Odyssey Marine Exploration. A British ship called the *HMS Saseux* sank in 1694 in the Mediterranean Sea. I think it sank in a storm. It had a bunch of coins, too.  
 Karen: Wow, that company must make a lot of money.  
 Charlie: I think so. They made a deal with the British government to get it out of the sea. There are lots of shipwrecks that just had people, not treasure.  
 Karen: I know. The *Tizani* is probably the most famous, but I heard about another one in history class last year. It was called the *Salama*. It sank in the Mississippi River after something exploded. Lots of people died. That was after the Civil War.  
 Charlie: I've never heard of that one. I'm thinking about doing my report on the *Lasitania*. It sank by a German U-boat near Ireland in 1915.

11. Why are the students talking about shipwrecks?  
 They are working on a project together.  
 They are studying the topic in class.  
 They are doing an Internet report.
12. What would Charlie like to do in the future?  
 try a special kind of camera  
 work for Odyssey Marine Exploration  
 find a web site on shipwrecks
13. What did the British government do?  
 hire a deep-sea company  
 discover a shipwreck  
 ask Odyssey Marine Exploration for the gold coins
14. According to the conversation, which ship sank because of an accident on the ship?  
 *Salama*  
 *Lasitania*  
 *HMS Saseux*
15. At the end of the conversation, what can Charlie infer about Charlie?  
 He was looking on the Internet for topic for his homework.  
 He will be doing a report on famous shipwrecks.  
 He has finished his research on shipwrecks.

**READING SCORE:**  
 \_\_\_\_\_ 14-15 Correct: Superior level reading achievement  
 \_\_\_\_\_ 12-13 Correct: High level reading achievement  
 \_\_\_\_\_ 10-11 Correct: Mid-level reading achievement  
 \_\_\_\_\_ <10 Correct: Low level reading achievement

**Chapter Test 22** Date: \_\_\_\_\_ 41

**Writing**

**Part 1: Fill in the blank.**  
**DIRECTIONS:** Read the sentence. Then fill in the blank with a word or words that complete the sentence. Be sure the sentence is grammatically correct.

**Sample:** There are seven letters \_\_\_\_\_ in \_\_\_\_\_ the word "postage."

1. The passage is about Hernando Cortés, a Spanish commander who \_\_\_\_\_ parts of America.
2. \_\_\_\_\_ is a word used to describe people who treat other people well.
3. Even after carefully examining the ship and its ancient cargo, they still don't know why it \_\_\_\_\_.
4. She was \_\_\_\_\_ to get to the bank before it closed, but she didn't make it in time.
5. Cortés wanted \_\_\_\_\_ Moctezuma, so he could take his treasure.

**Part 2: Correct the sentence.**  
**DIRECTIONS:** Some sentences need a comma and some do not. Read each sentence, and think about the rules for using commas that you learned in this chapter. If the sentence is correct, put a check mark (✓) next to it. If it is incorrect, add a comma where one is needed.

**Sample:** ✓ He likes to eat spaghetti and a big bowl of salad for dinner.

6. \_\_\_\_\_ They visited the museum and the zoo yet it didn't stop them from also going to the movies.
7. \_\_\_\_\_ She wanted to document all the evidence but the rain washed it away before she could do it.
8. \_\_\_\_\_ She went to the store and bought a gallon of milk.
9. \_\_\_\_\_ They nicknamed their cat and my dog.
10. \_\_\_\_\_ The crew can sail to the Bahamas today or they can stay on the island until tomorrow.
11. \_\_\_\_\_ When you buy a used car, you want to check the mileage and evaluate the overall condition of the car.

▲ **Champion Tester: Blue Level Intermediate**

**Chapter Test 22** Date: \_\_\_\_\_ 42

**Part 3: Write a paragraph.**  
**DIRECTIONS:** Read the information. Then write a paragraph. Give reasons and use examples in your answer. Use correct grammar and punctuation.

12. Imagine you are an early explorer. Make a plan telling where you will go and what you will do on an adventure. How is your plan different from plans of other early explorers you read about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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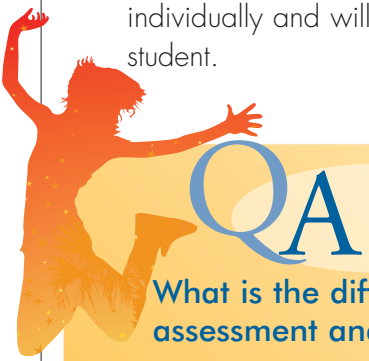
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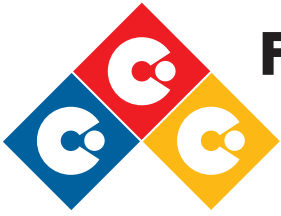
**WRITING SCORE:**  
 \_\_\_\_\_ 14-15 Correct: Superior level writing achievement  
 \_\_\_\_\_ 12-13 Correct: High level writing achievement  
 \_\_\_\_\_ 10-11 Correct: Mid-level writing achievement  
 \_\_\_\_\_ <10 Correct: Low level writing achievement

The Listening, Reading, and Writing subtests are group administered at the end of a chapter and will take approximately 10 minutes per subtest. Instructions for test administration and answer keys are provided in the teacher's guide. The Speaking section is administered individually and will take approximately five minutes per student.



## What is the difference between formative assessment and summative assessment?

Formative assessment is assessment conducted during instruction to reveal how well students understand the content and are keeping pace with the instruction. Summative assessments occur after content has been introduced and assess the extent to which students have internalized new content.



# 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.

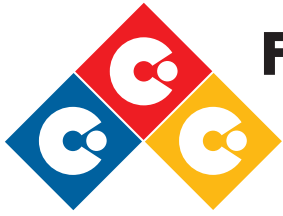
### WRITING

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.

<b>Grammatical Forms*</b> <small>*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.</small>	<b>Red</b> <b>Beg.–E. Int.</b>	<b>Blue</b> <b>Int.</b>	<b>Yellow Level</b> <b>E. Adv.–Adv.</b>
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	•	•	•



# Focus on Proficiency Standards

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	•	•			
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.**

# SHARING THE BEST IDEAS

*Meet a Ballard & Tighe customer*



## **What distinguishes your school district?**

Bowie Junior High School is a grades 6-8 school in the Bowie Independent School District of Bowie, Texas. There are 319 students in Bowie Junior High School and English language learners make up 14% of the student population. Bowie Junior High earned the rating of Texas Education Agency Recognized School.

## **How long have you been an educator?**

I have been a teacher for 10 years and I have worked with English language learners for nine of those years. I also serve as the at-risk coordinator for Bowie Junior High.

## **What did you want to be when you were a child?**

I always wanted to be a teacher. Most of my family is in education and they inspired me to also become an educator.





“The Champion program works!”

# Patti Hatcher

Teacher/At-Risk Coordinator  
Bowie Junior High, Bowie ISD, TX

### What advice do you have for new teachers?

Find a good, well-respected leader in the field to serve as your mentor.  
Establish a good rapport with the parents of your English language learners.

### What do you like most about *Champion of IDEAS*?

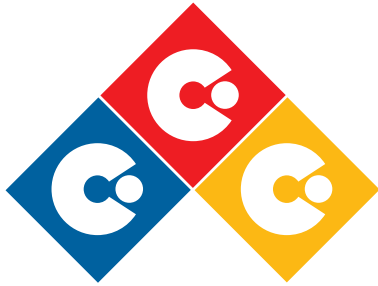
The *Champion* program works well for our junior high students and will continue with them as they travel on to high school. It gives them an opportunity to achieve and build their confidence. My students find that they are excelling in a new language and transferring that achievement to their other content area work. The *Champion of IDEAS* program is very easy to use, whether you are a novice or a veteran. The layout of the lessons is designed to bring success for students regardless of how much or how little experience teachers have in working with English language learners.

### What is your favorite Ballard & Tighe product?

I love *Champion of IDEAS* because of the integration of the literacy and language skills. I love how the lessons are scaffolded to build upward through the levels. This curriculum is based on ELA standards and supports our state's Texas Essential Knowledge and Skills (TEKS) very well. My students love the different themes that are presented in *Champion of IDEAS*.

CHAMPION





# Champion *of IDEAS*<sup>™</sup>

A comprehensive and systematic English language development program for middle and high school students

Champion was designed with a

# FOCUS

# RED BLUE YELLOW

**“Help your ELs reach the finish line and be Champions”**



Focus on **Best Practices**

Focus on **Academic Achievement**

Focus on **Language**

Focus on **Proficiency Standards**

Contact your educational sales consultant or visit [www.ballard-tighe.com](http://www.ballard-tighe.com) for more details.

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