

Champion of IDEAS

Language Progress Card: Blue Level

Student Name: _____

Date Entered Program: _____

Intermediate
Unit 5: Communicating Ideas and Taking Action

- Chapter 17: The Power of Language
- Chapter 18: Literature Matters
- Chapter 19: Making a Profit
- Chapter 20: Investing Wisely

Unit 5 Language Functions and Forms

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|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> <i>Analyzing word structure:</i> Root words, affixes <input type="checkbox"/> <i>Asking about and expressing present and past ability:</i> Modal auxiliaries (can, could) <input type="checkbox"/> <i>Asking and answering questions:</i> Questions with “what” sentence structures; “wh” questions; regular and irregular past tense questions and answers; object pronouns (e.g., you, me, us, them) <input type="checkbox"/> <i>Classifying:</i> Present tense verbs, conjunctions <input type="checkbox"/> <i>Comparing and contrasting:</i> Adjectives, comparative form (e.g., shorter than, more than) <input type="checkbox"/> <i>Connecting ideas:</i> Conjunctions (so), prepositions (into, out of, from, past, to) <input type="checkbox"/> <i>Describing actions and states of being:</i> Regular and irregular past tense verbs <input type="checkbox"/> <i>Describing how, how often, how much, and when:</i> Adverbs (e.g., frequently, gradually, fast, occasionally) <input type="checkbox"/> <i>Describing people and things:</i> Adjectives, figurative language <input type="checkbox"/> <i>Describing people, things, and events of the past:</i> Statements with there was/there were <input type="checkbox"/> <i>Describing what kind:</i> Adjectives, synonyms, antonyms <input type="checkbox"/> <i>Expressing the same idea in multiple ways:</i> Synonyms <input type="checkbox"/> <i>Giving advice:</i> Modal auxiliaries (should) <input type="checkbox"/> <i>Identifying main ideas and details:</i> Compound and complex sentences | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Identifying words in other languages with the same meaning as English words:</i> Cognates <input type="checkbox"/> <i>Identifying words with the same sound and different meanings:</i> Homographs, homophones <input type="checkbox"/> <i>Making general requests:</i> Modal (could) <input type="checkbox"/> <i>Naming things:</i> Regular plurals, plurals with –ies and –es, countable/uncountable nouns <input type="checkbox"/> <i>Predicting:</i> Future tense verbs <input type="checkbox"/> <i>Recognizing multiple interpretations of a word:</i> Double entendre <input type="checkbox"/> <i>Renaming people and things:</i> Demonstrative pronouns (this, that, these, those), subject pronouns, object pronouns (e.g., you, me, us, them) <input type="checkbox"/> <i>Sequencing events:</i> Signal words showing chronological order <input type="checkbox"/> <i>Showing possession:</i> Possessive nouns, possessive adjectives (e.g., my, your, her), prepositions, possessive pronouns (mine, yours, hers, his, ours, theirs) <input type="checkbox"/> <i>Stating mathematical equations:</i> Words representing numbers and symbols <input type="checkbox"/> <i>Using context clues to determine meaning:</i> Homonyms <input type="checkbox"/> <i>Using figurative language:</i> Idioms |
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Figurative/Idiomatic Language: 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, break a leg, give it your best shot, money is tight, plug away, knock ’em dead, give up, at the top of our lungs, money makes the world go ’round, money doesn’t grow on trees, to feel like a million dollars, a black eye, bottom line, dangle a carrot, out of business, on hand, best friend/worst nightmare, crazy with fear

Assessment

Chapters 17-20 (add the scores for each modality for all four tests)

Reading Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Writing Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Listening Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Speaking Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Portfolio Evaluations (for all four chapters)

- Superior Average Below Average Fails to Meet Objective

Language Development (for all four chapters)

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|------------|-----------------------------------|----------------------------------|--|--|
| Listening: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Speaking: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Reading: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Writing: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |

Date:

Comments:

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Language Progress Card: Blue Level

Student Name: _____

Date Entered Program: _____

Intermediate
Unit 6: Linking the Past, Present, and Future

- Chapter 21: Puzzles of the Distant Past
- Chapter 22: Encounters and Discoveries
- Chapter 23: Out of This World
- Chapter 24: The Amazing Human Body

Unit 6 Language Functions and Forms

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| <ul style="list-style-type: none"> <input type="checkbox"/> <i>Analyzing word structure:</i> Root words, affixes, adjective to noun and noun to adjective derivations (e.g., sad/sadness) <input type="checkbox"/> <i>Asking about and expressing a hypothetical (not real) or future situation:</i> Modal auxiliaries (would) <input type="checkbox"/> <i>Asking and answering questions:</i> "Wh" questions; questions with how many and how much; positive and negative questions (e.g., did, didn't) <input type="checkbox"/> <i>Comparing and contrasting:</i> Conjunctions, comparative structures, comparative and superlative adjectives with special forms <input type="checkbox"/> <i>Confirming predictions:</i> Past and present tense verbs <input type="checkbox"/> <i>Connecting ideas:</i> Subordinating conjunctions (e.g., when, before, after, yet, because), complex sentences, prepositions (e.g., of, before, into, in, through, by) <input type="checkbox"/> <i>Describing actions and states of being:</i> Simple past, present, and future tense verbs; past, present, and future progressive tense verbs; present perfect tense verbs; negative past tense statements; regular and irregular past tense verbs <input type="checkbox"/> <i>Describing historical events:</i> Compound and complex sentences, conjunctions | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Describing how much and what kind:</i> Adjectives, multiple adjectives <input type="checkbox"/> <i>Describing intensity or degree:</i> Adverbs, adjectives <input type="checkbox"/> <i>Describing when and how:</i> Adverbs <input type="checkbox"/> <i>Expressing advice, ability, or a hypothetical situation:</i> Modal auxiliaries (e.g., could, would, should) <input type="checkbox"/> <i>Making general requests:</i> Modal auxiliaries (e.g., could, would) <input type="checkbox"/> <i>Making predictions:</i> Future tense verbs <input type="checkbox"/> <i>Stating scientific facts:</i> Compound and complex sentences <input type="checkbox"/> <i>Using word knowledge to make inferences:</i> Text connectors (e.g., though, in addition, however) <input type="checkbox"/> <i>Using figurative language:</i> Idioms, metaphors, and similes <input type="checkbox"/> <i>Using informal language:</i> Contractions |
|--|--|

Figurative/Idiomatic Language: crack the code, break new ground, finders, keepers, to date, handle/treat with kid gloves, spread like wildfire, that's big, out of this world, to give an arm and a leg, it's a steal, a know-it-all, to have a crush, with my own eyes

Assessment

Chapters 21-24 (add the scores for each modality for all four tests)

Reading Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Writing Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Listening Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Speaking Score: ____/60

- __ Superior (55-60)
- __ High level (47-54)
- __ Mid-level (39-46)
- __ Low level (0-38)

Portfolio Evaluations (for all four chapters)

- Superior Average Below Average Fails to Meet Objective

Language Development (for all four chapters)

- | | | | | |
|------------|-----------------------------------|----------------------------------|--|--|
| Listening: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Speaking: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Reading: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |
| Writing: | <input type="checkbox"/> Superior | <input type="checkbox"/> Average | <input type="checkbox"/> Below Average | <input type="checkbox"/> Fails to Meet Objective |

Date:

Comments: