

# Champion of IDEAS

## Language Progress Card: Red Level

Student Name: \_\_\_\_\_

Date Entered Program: \_\_\_\_\_

<p style="text-align: center;"><b>Beginning</b> <b>Unit 1: My World</b></p> <p><input type="checkbox"/> Chapter 1: School Days  <input type="checkbox"/> Chapter 2: Family Time  <input type="checkbox"/> Chapter 3: Just for Fun  <input type="checkbox"/> Chapter 4: Making a Living</p>	<p style="text-align: center;"><b>Beginning</b> <b>Unit 2: The Wonders of Nature</b></p> <p><input type="checkbox"/> Chapter 5: Day after Day  <input type="checkbox"/> Chapter 6: Seasons of Change  <input type="checkbox"/> Chapter 7: Over the Rainbow  <input type="checkbox"/> Chapter 8: Animal Adventures</p>																								
<b>Unit 1 Language Functions and Forms</b>	<b>Unit 2 Language Functions and Forms</b>																								
<p><input type="checkbox"/> <i>Asking and answering informational questions:</i> Simple questions/answers, sentence structures, nouns</p> <p><input type="checkbox"/> <i>Asking and answering simple yes/no questions:</i> Sentence structures, nouns</p> <p><input type="checkbox"/> <i>Communicating basic needs:</i> Simple statements</p> <p><input type="checkbox"/> <i>Connecting ideas:</i> Prepositions (in, off, on, out, under, in back of, in front of, next to, on top of, across, around, down, for, up)</p> <p><input type="checkbox"/> <i>Delimiting people, places, and things:</i> Articles (a, an, the)</p> <p><input type="checkbox"/> <i>Describing actions:</i> Verbs, idioms</p> <p><input type="checkbox"/> <i>Describing people, places, and things:</i> Nouns, adjectives, comparative adjectives (e.g., big/bigger/biggest), opposites</p> <p><input type="checkbox"/> <i>Describing states of being:</i> Verbs, pronouns, contractions</p> <p><input type="checkbox"/> <i>Expressing ideas:</i> Contractions (e.g., that's, you'll), synonyms</p> <p><input type="checkbox"/> <i>Making transitional statements:</i> Simple statements</p> <p><input type="checkbox"/> <i>Naming people, places, and things:</i> Sentence structures, nouns, regular plurals with -s, -es, or -ies, proper nouns, adjectives, opposites, irregular plurals (e.g., children, men, women, people)</p> <p><input type="checkbox"/> <i>Renaming people, places, and things:</i> Subject pronouns (I, you, he, she, it, we, they)</p> <p><input type="checkbox"/> <i>Responding to commands/directions:</i> Verbs: Imperative</p> <p><input type="checkbox"/> <i>Stating information:</i> Simple statements</p> <p><input type="checkbox"/> <i>Using context to develop understanding:</i> Homonyms/homophones</p> <p><input type="checkbox"/> <i>Using social language:</i> Simple statements, simple questions/answers</p>	<p><input type="checkbox"/> <i>Asking and answering informational questions using do, does, did:</i> Simple questions</p> <p><input type="checkbox"/> <i>Connecting ideas:</i> Conjunctions (and, but, or)</p> <p><input type="checkbox"/> <i>Delimiting people, places, and things:</i> Articles (a, an, the)</p> <p><input type="checkbox"/> <i>Describing actions and states of being:</i> Verbs, present and past tense</p> <p><input type="checkbox"/> <i>Describing actions:</i> Verbs, modals (can, may), present progressive verbs (is/are/am + -ing), sentence structures</p> <p><input type="checkbox"/> <i>Describing geometric figures:</i> Nouns, subject pronouns, verbs, articles, adjectives</p> <p><input type="checkbox"/> <i>Describing location:</i> Prepositions (inside, outside), nouns</p> <p><input type="checkbox"/> <i>Describing people, places, and things:</i> Adjectives</p> <p><input type="checkbox"/> <i>Describing states of being:</i> Verbs, auxiliaries</p> <p><input type="checkbox"/> <i>Expressing ideas:</i> Statements about students' immediate world with <i>to be</i>, exclamations, alliteration, metaphors, homonyms</p> <p><input type="checkbox"/> <i>Expressing needs and wants:</i> Present tense verbs, sentence structures</p> <p><input type="checkbox"/> <i>Expressing preferences and dislikes:</i> Sentence structures</p> <p><input type="checkbox"/> <i>Giving/responding to commands:</i> Imperative, prepositions (review)</p> <p><input type="checkbox"/> <i>Making statements about immediate world:</i> Sentence structures</p> <p><input type="checkbox"/> <i>Naming and describing people, places, and things:</i> Nouns, adjectives, sentence structures</p> <p><input type="checkbox"/> <i>Naming people, places, and things:</i> Nouns, proper nouns, regular plurals, irregular plurals (e.g., moose, deer; ending in -f and -fe: leaf/leaves, wife/wives)</p> <p><input type="checkbox"/> <i>Renaming people, places, and things:</i> Possessive pronouns (my, your, his, her, its, our, their)</p> <p><input type="checkbox"/> <i>Using context to develop understanding:</i> Homonyms</p> <p><input type="checkbox"/> <i>Using social language:</i> Idioms, sentence structures, questions using <i>do, does, did</i>, present progressive questions and answers</p> <p><b>Figurative/Idiomatic Language:</b> to be blue; to be tickled pink; to give the green light; to have butterflies in the stomach; to paint the town red; to show true colors; to turn white as a ghost</p>																								
<b>Assessment</b>	<b>Assessment</b>																								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>Chapters 1-4 (add the scores for all four tests)</b> Reading &amp; Writing Score: ___/80</td> <td style="width: 50%; border: none;"><b>Chapters 1-4 (add the scores for all four tests)</b> Listening &amp; Speaking Score: ___/60</td> </tr> <tr> <td style="border: none;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (79-80)</td> <td style="width: 50%;">___ Mid-level (55-70)</td> </tr> <tr> <td>___ High level (71-78)</td> <td>___ Low level (0-54)</td> </tr> </table> </td> <td style="border: none;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (59-60)</td> <td style="width: 50%;">___ Mid-level (43-54)</td> </tr> <tr> <td>___ High level (55-58)</td> <td>___ Low level (0-42)</td> </tr> </table> </td> </tr> </table>	<b>Chapters 1-4 (add the scores for all four tests)</b> Reading & Writing Score: ___/80	<b>Chapters 1-4 (add the scores for all four tests)</b> Listening & Speaking Score: ___/60	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (79-80)</td> <td style="width: 50%;">___ Mid-level (55-70)</td> </tr> <tr> <td>___ High level (71-78)</td> <td>___ Low level (0-54)</td> </tr> </table>	___ Superior (79-80)	___ Mid-level (55-70)	___ High level (71-78)	___ Low level (0-54)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (59-60)</td> <td style="width: 50%;">___ Mid-level (43-54)</td> </tr> <tr> <td>___ High level (55-58)</td> <td>___ Low level (0-42)</td> </tr> </table>	___ Superior (59-60)	___ Mid-level (43-54)	___ High level (55-58)	___ Low level (0-42)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><b>Chapters 5-8 (add the scores for all four tests)</b> Reading &amp; Writing Score: ___/80</td> <td style="width: 50%; border: none;"><b>Chapters 5-8 (add the scores for all four tests)</b> Listening &amp; Speaking Score: ___/60</td> </tr> <tr> <td style="border: none;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (79-80)</td> <td style="width: 50%;">___ Mid-level (55-70)</td> </tr> <tr> <td>___ High level (71-78)</td> <td>___ Low level (0-54)</td> </tr> </table> </td> <td style="border: none;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (59-60)</td> <td style="width: 50%;">___ Mid-level (43-54)</td> </tr> <tr> <td>___ High level (55-58)</td> <td>___ Low level (0-42)</td> </tr> </table> </td> </tr> </table>	<b>Chapters 5-8 (add the scores for all four tests)</b> Reading & Writing Score: ___/80	<b>Chapters 5-8 (add the scores for all four tests)</b> Listening & Speaking Score: ___/60	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (79-80)</td> <td style="width: 50%;">___ Mid-level (55-70)</td> </tr> <tr> <td>___ High level (71-78)</td> <td>___ Low level (0-54)</td> </tr> </table>	___ Superior (79-80)	___ Mid-level (55-70)	___ High level (71-78)	___ Low level (0-54)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">___ Superior (59-60)</td> <td style="width: 50%;">___ Mid-level (43-54)</td> </tr> <tr> <td>___ High level (55-58)</td> <td>___ Low level (0-42)</td> </tr> </table>	___ Superior (59-60)	___ Mid-level (43-54)	___ High level (55-58)	___ Low level (0-42)
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# Champion of IDEAS

## Language Progress Card: Red Level

Student Name: \_\_\_\_\_

Date Entered Program: \_\_\_\_\_

<p><b>Early Intermediate</b> <b>Unit 3: Daily Life</b></p> <p><input type="checkbox"/> Chapter 9: Let's Eat!  <input type="checkbox"/> Chapter 10: Healthy Living  <input type="checkbox"/> Chapter 11: Around the House  <input type="checkbox"/> Chapter 12: Around the World</p>	<p><b>Early Intermediate</b> <b>Unit 4: This Land Is Your Land</b></p> <p><input type="checkbox"/> Chapter 13: The Seven Continents  <input type="checkbox"/> Chapter 14: The United States of America  <input type="checkbox"/> Chapter 15: Environment  <input type="checkbox"/> Chapter 16: Farm Life</p>
<b>Unit 3 Language Functions and Forms</b>	<b>Unit 4 Language Functions and Forms</b>
<p><input type="checkbox"/> <i>Asking and answering questions:</i> Sentence structures, adjectives, nouns, possessive pronouns, questions/answers using <i>do, does, did</i>, formula questions with <i>who, what, where, when</i>, and <i>how many</i>, past progressive tense verbs</p> <p><input type="checkbox"/> <i>Categorizing items:</i> Sentence structures, nouns, conjunctions</p> <p><input type="checkbox"/> <i>Comparing and contrasting:</i> Comparatives, superlatives, conjunctions, sentence structures</p> <p><input type="checkbox"/> <i>Connecting ideas and describing direction/location:</i> Prepositions (after, before, over, above, behind, below, beside, between, on/to the left/right, into, through), possessive pronouns, conjunctions</p> <p><input type="checkbox"/> <i>Describing actions:</i> Nouns, verbs, sentence structures, past progressive tense verbs (was/were + -ing), present progressive tense verbs (is/are/am + -ing), future tense verbs (going to)</p> <p><input type="checkbox"/> <i>Describing location:</i> Prepositions</p> <p><input type="checkbox"/> <i>Describing people, places, and things:</i> Adjectives, opposites</p> <p><input type="checkbox"/> <i>Describing state of being and what kind:</i> Sentence structures, pronouns, present and past tense verbs, adjectives, nouns</p> <p><input type="checkbox"/> <i>Describing when and how:</i> Adverbs (daily, carefully, heavily, quickly, very)</p> <p><input type="checkbox"/> <i>Expressing ideas:</i> Idioms, similes</p> <p><input type="checkbox"/> <i>Expressing needs:</i> Sentence structures</p> <p><input type="checkbox"/> <i>Expressing preferences:</i> Questions/answers using <i>do</i>, sentence structures</p> <p><input type="checkbox"/> <i>Making and responding to requests:</i> Sentence structures, object pronouns (him, her, me, them, us)</p> <p><input type="checkbox"/> <i>Making generalizations about data presented in graphs:</i> Sentence structures, academic language</p> <p><input type="checkbox"/> <i>Making statements about immediate world:</i> Statements with <i>there is/there are</i></p> <p><input type="checkbox"/> <i>Naming people, places, and things:</i> Nouns, regular plurals, irregular plurals, compound words, countable and uncountable nouns, articles</p> <p><input type="checkbox"/> <i>Renaming people, places, and things:</i> Possessive pronouns (review), sentence structures, object pronouns (him, her, me, them, us)</p> <p><input type="checkbox"/> <i>Requesting and sharing information:</i> WH-questions, sentence structures</p> <p><input type="checkbox"/> <i>Sequencing steps:</i> Ordinal numbers (first, second, third, ...)</p> <p><input type="checkbox"/> <i>Using social language:</i> Sentence structures</p> <p><b>Figurative/Idiomatic Language:</b> my eyes were bigger than my stomach, sweet tooth, cat got your tongue, don't jump down my throat, get in shape, get off my back, go for it, washing my hands of it, just do it, over my head, straight from the horse's mouth, pulling my leg</p>	<p><input type="checkbox"/> <i>Asking and answering follow-up, open-ended questions:</i> Questions/answers, sentence structures</p> <p><input type="checkbox"/> <i>Asking and answering questions:</i> Questions/answers using <i>do, does, did</i>, sentence structures, questions/answers using present progressive tense verbs</p> <p><input type="checkbox"/> <i>Checking predictions:</i> Sentence structures</p> <p><input type="checkbox"/> <i>Comparing and contrasting:</i> Comparatives, superlatives, sentence structures, conjunctions, comparative structures</p> <p><input type="checkbox"/> <i>Connecting ideas and describing direction/location:</i> Prepositions, sentence structures, conjunctions (however, because), phrases (e.g., for example, such as)</p> <p><input type="checkbox"/> <i>Describing actions and states of being:</i> Present and present progressive tense verbs, future tense verbs, past tense verbs</p> <p><input type="checkbox"/> <i>Describing frequency:</i> Adverbs (always, never, often, sometimes)</p> <p><input type="checkbox"/> <i>Describing how or when:</i> Adverbs (e.g., again, almost, bravely, heroically, honestly), formula phrases with "very"</p> <p><input type="checkbox"/> <i>Describing people, places, and things:</i> Adjectives</p> <p><input type="checkbox"/> <i>Describing time:</i> Sequence words, prepositions, sentence structures</p> <p><input type="checkbox"/> <i>Expressing preferences:</i> Questions/answers using <i>do</i>, sentence structures</p> <p><input type="checkbox"/> <i>Identifying opposites:</i> Adjectives, verbs, prepositions</p> <p><input type="checkbox"/> <i>Making connections:</i> Sentence structures, conjunctions</p> <p><input type="checkbox"/> <i>Making statements and asking and answering questions:</i> Statements and questions and answers with <i>there is/there are</i></p> <p><input type="checkbox"/> <i>Naming people, places, and things:</i> Nouns, plurals</p> <p><input type="checkbox"/> <i>Using academic language:</i> Sentence structures</p> <p><input type="checkbox"/> <i>Using idiomatic language:</i> Idioms</p> <p><input type="checkbox"/> <i>Using social language:</i> Sentence structures</p> <p><b>Figurative/Idiomatic Language:</b> to jump at the chance; to work like a dog; to rise and shine; to pig out; don't be a chicken; pity party; straight from the horse's mouth</p>
<b>Assessment</b>	<b>Assessment</b>
<p><b>Chapters 9-12 (add the scores for all four tests)</b>  <b>Reading &amp; Writing Score:</b> ___/80</p> <p>___ Superior (79-80)      ___ Mid-level (55-70)          ___ High level (71-78)      ___ Low level (0-54)</p>	<p><b>Chapters 9-12 (add the scores for all four tests)</b>  <b>Listening &amp; Speaking Score:</b> ___/60</p> <p>___ Superior (59-60)      ___ Mid-level (43-54)          ___ High level (55-58)      ___ Low level (0-42)</p>
<p><b>Chapters 13-16 (add the scores for all four tests)</b>  <b>Reading &amp; Writing Score:</b> ___/80</p> <p>___ Superior (79-80)      ___ Mid-level (55-70)          ___ High level (71-78)      ___ Low level (0-54)</p>	<p><b>Chapters 13-16 (add the scores for all four tests)</b>  <b>Listening &amp; Speaking Score:</b> ___/60</p> <p>___ Superior (59-60)      ___ Mid-level (43-54)          ___ High level (55-58)      ___ Low level (0-42)</p>
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