

Champion of IDEAS:

FAQs

updated 2/4/10

PEDAGOGY

Q. Why does the *Champion* program so strongly emphasize vocabulary development?

A. Research indicates that for struggling readers (including ELLs) one of the biggest obstacles in accessing mainstream texts is the lack of vocabulary knowledge. Since it is impossible for teachers to convey orally all the information presented in textbooks, it is critical that students develop the literacy skills that enable them to access texts. The *Champion* authors strongly emphasize vocabulary development in the program with the ultimate goal of creating independent readers who can access material presented in textbooks.

Q. What are the research-based principles of vocabulary instruction?

A. Research confirms the efficacy of the following principles of vocabulary instruction:

- Establish and discuss joint attentional focus.
- Ensure affective engagement.
- Engage students in using the words.
- Ensure recurrent exposures.
- Celebrate successes.
- Encourage experimentation.
- Pick the right words.
- Present words in motivating ways.
- Provide learner-friendly definitions.
- Expand each word's semantic mapping.
- Provide opportunities to use the words.
- Teach word-learning strategies.
- Motivate word awareness.
- Present words in context.
- Present topics that ensure word recurrence.
- Provide native language support.
- Teach explicitly about cognates, morphology, polysemy, and inferring word meanings.
- Teach spelling linked to word meaning.

Q. What is systematic instruction?

A. Systematic instruction accelerates English language development and helps students make progress in their content-area coursework. Systematic instruction involves providing sequenced instruction in English language development that accounts for students' second language development needs (e.g., integrates all four language skills into instruction from the very beginning, teaches the components and processes of reading and writing, teaches reading comprehension strategies, focuses on vocabulary development, and so forth). Systematic instruction also reflects what research points to in terms of what* linguistic content to introduce and when** to introduce the linguistic content. Systematic instruction must be age-appropriate and offer flexible program options strategic in their use of time and resources and cognizant of the learning goals of students.

* For example, vocabulary, forms and functions, sentence structure.

** That is, at what level—Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced.

Q. Does the teacher have to say exactly what is in bold text in the *Champion Teacher*?

A. No. The authors included “scripted teacher commentary” as an aid to assist teachers—novices as well as seasoned educators. The teacher in the classroom should make the decision as to how specifically to present the instruction. The scripting is intended as an aid to the teacher only. The *Champion of IDEAS* program presumes that instruction is being delivered by a professional educator who is in the best position to know how and when to present the content and what modifications need to be made to address the specific needs of his/her students. However, in order to maximize the strength of the *Champion of IDEAS* program as a comprehensive, systematic ELD program, the teacher should preserve the integrity of and follow the general sequence in which the instruction is presented in the program.

Q. Is the teacher the only person who reads the books in the *Champion Library*?

A. Initially, the teacher will present the readings from the library to students. However, the program includes suggestions on ways in which the teacher should include students (e.g., in the Beginning level, the teacher might ask students to complete a sentence he/she is reading aloud with a target vocabulary word students have already learned). Some schools purchase multiple copies of the books in the *Champion Library* to give students practice following along as text is read aloud, repeating sentences, and using text features such as a glossary or index.

Q. How did you choose the vocabulary for the *Champion* program?

A. The authors relied on a number of different sources in choosing target vocabulary to include in the program, including a review of common ESL/ELD vocabulary lists (e.g., people, animal, food, colors, numbers) and mainstream vocabulary lists (e.g., the

most common English words, idioms, informal/formal terms, and compound words) as well as a review of grade-level basal readers and textbooks in content areas. In addition, the authors consulted the research base of a nationally known assessment team in identifying academic language ELLs need to function in mainstream classrooms. This research base provided a rich source of data regarding grade-level appropriate academic language vocabulary.

Q. Is the teacher allowed to modify the lessons?

A. This may be a school or district issue that requires you to check with your ELD program coordinator. However, the *Champion of IDEAS* program presumes that instruction is being delivered by a professional educator who is in the best position to know how and when to present the content. The authors included “scripted teacher commentary” as an aid to assist teachers—novices as well as seasoned educators. The teacher in the classroom should make the decision as to how to present the instruction and what modifications need to be made to address the specific needs of his/her students. However, in order to maximize the strength of the *Champion of IDEAS* program as a comprehensive, systematic ELD program, the teacher should preserve the integrity of and follow the general sequence in which the instruction is presented in the program.

Q. In a large class, can the teacher ask for whole-class responses (rather than individual responses)?

A. Yes. Teachers should strive to create a student-centered, positive learning environment. If asking for individual responses is impractical (because of class size) or ill-advised (because of student reticence), teachers can ask for responses from the entire class, all the boys, all the girls, all the students who like basketball, and so forth. This variety may make the instruction more fun for students and will be as effective.

Q. How do you recommend teachers use the *Champion* Audio CDs?

A. The *Champion Teacher* provides specific instruction as to when and how to use the Audio CDs in the context of the “CONNECT” part of the lesson. You have the choice of either reading the selection from the *Reader* or having students listen to the selection read on the *Champion* Audio CD. You also may use the audio CDs in other ways. For example, you may want to give some students additional listening practice in a language lab.

Q. How do you define “academic language”?

A. Academic language is the type of English used in schools in the service of learning. The academic success of English language learners (ELLs) is largely dependent upon their mastery of academic language. Students need to develop a working knowledge of academic language in order to understand textbooks and other learning resources, as well as teachers and other students in content area classrooms. Students also need academic language to facilitate their participation in classroom discussions and learning activities.

The authors of the *Champion* program were greatly influenced by the work of Drs. Francis Butler and Alison Bailey of the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at the University of California, Los Angeles (UCLA). Butler and Bailey conducted evidence-based research to develop a framework for characterizing academic language for K-12 test development purposes. This research provided important lessons for the *Champion* authors in terms of defining and operationalizing the concept of academic language.

Q. Why is “academic language” important?

A. Researchers confirm that students need content-area technical terms and all-purpose academic words (category labels, words for thinking, and abstract, low imageability words) as well as interpersonal language in order to participate in academic classroom discussions. Being unfamiliar with words such as *personification*, *compass*, and *extinct* will not impede a student’s ability to engage in casual conversation, but it will hamper the student’s ability to succeed in content areas and to demonstrate an understanding of language arts, social studies, and science on standardized tests. Similarly, knowing what it means to write a research report and knowing how to use words such as *compare* and *contrast* in an essay are essential parts of showing learning at school. Thus, in order to succeed in the classroom, to earn good grades, and to be successful on any standardized test, ELLs must become proficient in basic social language as well as academic language. They must know general academic words such as *compare* and *contrast*, specialized academic words like *personification*, and special ways of structuring their answers into reports, essays, and research projects. Too often students think they know many all-purpose academic words (e.g., *interpret*, *analyze*) that appear in the directions on assessments because they see these words frequently. However, when it comes time to follow the directions, students often demonstrate that they actually don’t understand the meanings of these words.

Q. What sources did you use for the academic language introduced in the *Champion of IDEAS* program?

A. In developing the academic language content and the sequence of presentation, the *Champion* authors relied on many sources, including vocabulary lists, grade-level textbooks, ELD reference books, and data from relevant research projects. They consulted the research base developed by a nationally known assessment team, which identified empirically the scope of academic language ELLs need to function in mainstream classrooms. This research base provided a rich source of data regarding grade-level appropriate academic language.

Q. Do you have a listing of the academic language introduced in the program?

A. There is no master list, per se, of academic language appropriate for English learners. However, each chapter overview chart in the Red Level *Champion Teacher* includes a listing of the academic language integrated into the lessons. The following

chart arrays some of the academic language (listed in alphabetical order) introduced in each unit of the *Champion of IDEAS* Red Level program.

Unit 1	Unit 2	Unit 3	Unit 4
advantage	characteristic	affix	archaeologist
capital	citizen	agriculture	atmosphere
directions	coast	crop	carbon dioxide
disease	colonist	cycle	comedy
economy	community	experiment	compass rose
example	culture	government	confederation
fiction	degree	legacy	constitutional
heading	diagram	legislature	consultant
idiom	elevation	myth	democracy
industry	feline	nutrition	element
main idea	history	percentage	environmental
nonfiction	island	pyramid	framework
opportunity	mammal	setting	kingdom
resume	museum	simile	landmass
skill	parallel	slogan	leadership
society	sculpture	summary	metaphor
survey	summit	symbol	personification
title	wildlife	tragedy	pollution

To see all the academic language introduced in the *Champion of IDEAS* Red Level program, consult the chapter overview charts in the *Champion Teacher*.

Q. What are language forms?

A. Language forms refer to the type of language required to complete a task or function. For example, in order to describe things, one needs to know adjectives. In this example, “adjectives” are the form. Current research points to the need for ELD teachers to provide direct instruction to English learners on language forms such as parts of speech, sentence structures, idioms, quoted versus reported speech, and so forth. The lesson overview charts in the *Champion Teacher* specify the language functions and forms addressed in each chapter.

Q. What are language functions?

A. Language functions refer to how language is used in communication. For example, one important language function is naming things. In order to use language for this purpose, students need to learn nouns. In this example, “naming things” is the function and nouns are the form. Current research points to the need for ELD teachers to provide direct instruction to English learners on language functions such as naming people, places, and things, describing actions, comparing and contrasting, asking questions, and so forth. The lesson overview charts in the *Champion Teacher* specify the language functions and forms addressed in each chapter.

Q. How did you decide which forms and functions to focus on in the program?

A. The authors consulted various research schema that suggest sequences for presenting language forms and functions and used their judgment, based on years of teaching experience and ELD education, in sequencing the forms and functions in the *Champion* program. There is no one authoritative source on ELD instruction. *The Grammar Book* by Celce-Murcia and Larsen-Freeman is the textbook used in most graduate linguistics classes that focus on second language teaching. However, this text is not intended as a practical guide to teaching language. The work of Susana Dutro and her colleagues in delineating a focused approach to English language development was another helpful resource. However, ultimately it was the authors' job to take the research and technical resources, as well as the knowledge they have accumulated through their teaching experience and other resources in the ELD field, and then to create a practical program that works for teachers and students.

Q. What is the reading level of the selections in the *Champion Reader*?

A. The reading level for each article in the *Champion Reader* is listed in the *Champion Teacher* in the chapter overview chart. For example, the reading levels for the articles in Unit 3, Chapter 9: Let's Eat! appear on page 295 of the teacher's guide in the Overview chart:

“Satisfy Your Sweet Tooth at the Delicious Diner” (Flesch-Kincaid Grade Level: 6.3; 770L)

“Preparing for a Party” (Flesch-Kincaid Grade Level: 5.7; 440L)

“MyPyramid Promotes Healthy Eating and Exercise” (Flesch-Kincaid Grade Level: 8.9; 810L)

This chapter is intended for English learners at the Early Intermediate level. The *Champion* program lists two readability measures of each reading. This is intended to provide educators with the best possible estimate of a selection's readability (when the text is read independently) based solely on readability indexes.

Q. What readability indexes are used in the *Champion of IDEAS* program?

A. Specific reading levels have been assigned to text selections in the *Champion Reader* based on the Flesch-Kincaid formula and Lexile Framework, two commonly used tools to measure text readability.¹ For example, “Satisfy Your Sweet Tooth at the Delicious Diner” is rated at 6.3 on the Flesch-Kincaid scale and 770L according to the Lexile Framework (which puts the reading in the fifth grade reading range). Most educators understand that readability formulas have inherent limitations because many critically important ways in which text is rendered more readable (and more comprehensible) are

¹ The Lexile Framework is an educational tool designed to measure reading comprehension and text difficulty by placing readers and text on the same scale. Although Lexiles do not equate to grade levels, the measure that a student receives helps connect the reader with a database of books, periodicals, and other resources optimal for the individual's reading success. Source: <http://www.tea.state.tx.us/curriculum/lexile/>

unacknowledged by reading formulas. For more information on *Champion of IDEAS* and readability formulas, see Appendix A of the *Champion Teacher* located online at www.ballard-tighe.com/championweb.

Q. Are English learners at the Beginning level really expected to read the selections in the *Champion Reader*?

A. Yes, however, keep in mind that a basic premise of this program is that it is being delivered by a professional educator with some knowledge of the needs of English language learners. As such, the Reader would not simply be handed to students with instructions for them to read the book. As with any ELD program, the teacher plays a critical role in orchestrating the instruction. The *Champion Teacher* provides systematic directions, explaining how and when to use each component in the program. For example, before reading a selection in the Reader, the teacher is instructed to engage students in several pre-reading activities, including previewing and discussing visuals, headings, and new vocabulary. At the Beginning level, the teacher first reads the article aloud twice or has students listen to the article on the *Champion* Audio CD. For the third reading, the teacher stops after each sentence and asks students to repeat the sentence. For the fourth reading, the teacher stops at each bolded word in the text and asks students to read the word aloud. Then the teacher allows students time for paired reading. Also keep in mind that language experts respond to the concern that the readability of a text is too high by pointing out that texts that are a slightly more difficult than what ELLs can understand are beneficial because they generate discussion guided by the teacher which leads to more learning.

Q. What text elements make the *Champion Reader* more comprehensible no matter what a readability formula may indicate?

A. In addition to the pre-reading and reading strategies outlined in the *Champion* teacher's guide, the following is a summary of the text elements that make the Red Level *Champion Reader* easily readable no matter what grade level the readability formula may indicate.

Special Features of the <i>Champion Reader</i>
Special book features: The book contains a simple table of contents that is easy to read. Also included are appendix sections that include a pronunciation guide, an explanation of the parts of speech, graphic organizers, and maps. The book also contains an easy-to-use index. The introductory section of the book provides explicit information about the layout of the book. Each text selection is short, often only 2-3 pages, with a minimal amount of text on each page. Titles and headings are intriguing (e.g., "Good Notes = Good Grades," "Mikail and the Mysterious Messages," "Take a Trip of a Lifetime—Climb a Mexican Volcano") and subheadings are clearly marked in bold type.
Text presentation: The print in each book is clear, an appropriate size for comfortable eye movement and has spacing that makes the text very readable. Margins are very large and the quality of the paper is good. The text is placed on the page so that it is not overwhelmed by the visuals that amplify it. Headings and subheadings are clearly marked in bold type. The passages are short (often no more than 100-125 words), surrounded by supplementary and support material such as maps, pictures, diagrams, comprehension

questions, and critical thinking questions.
<p>Text Content: The text has a recent publication date with current information included. The content covers a broad range of interesting topics for older English learners, including immigration, holidays, travel, history, environment, entertainment, etiquette, and careers. The information is presented so that the middle school or high school reader can relate to content that is relevant to their lives. Many ethnic groups and cultural traditions are represented in the selections so that middle school and high school English learners can identify with the material easily.</p>
<p>Vocabulary: The vocabulary incorporated into the reading selections is appropriate for the grade level and the content of the text. Difficult words are often defined in context. The visuals on the page reinforce the new vocabulary students are reading in the text. The vocabulary builds upon itself throughout the text so that words are often repeated in order to assure student mastery of them. Many of the new words are image words that form pictures in the reader's mind. A reasonable number of new words are targeted in each selection.</p>
<p>Visual Support: Each reading includes visuals that help the reader place the content in perspective. Pictures, graphs, maps, charts, boxes of significant information, and questions are all clearly labeled and visually appealing. Images are varied and include original photographs, colorful illustrations, and primary sources. There is a great deal of white space on each page so that the illustrations are even more dramatic. Visuals include images that will intrigue the reader (e.g., photographs of sporting events, pictures from a scrapbook, various foods, and illustrations of Mesoamerican cultures). These visuals enhance reading comprehension and make the material very appealing to the middle school or high school reader. The visual presence of many different ethnic groups and cultures facilitate middle school and high school English learners' identification with the material.</p>
<p>Writing genres and style: The <i>Champion Reader</i> includes many different writing genres, including poetry, news reports, biographies, cartoons, myths and legends, short stories, plays, and nonfiction articles, with topics that appeal to students at the middle school and high school grade level. The text is written in a very straightforward manner. The sentences are clear and follow a declarative pattern. Adverbs and adjectives are included to create a mental picture without distracting the reader from the main ideas. Illustrations of the concept are included and then repeated in another way to ensure comprehension. Most selections begin with opening sentences that direct the reader's attention to the content and pique the reader's interest. Referents are clear and subject/noun relationships are obvious. Ideas in the <i>Champion Reader</i> have a sensible sequence so that information presented flows from one idea to another without the reader experiencing any difficulty in following the content. Each reading selection ends with a conclusion that brings the reading to a comfortable close. For example, a section on the Greek myth of Daedalus and Icarus ends with a life lesson for students to ponder and discuss. When reading about the Aztecs, the reader will know what the Aztec civilization was like at its height, after the coming of the Spanish, and today. This provides closure in the reader's mind.</p>

Q. At our school we call the library the “media information center.” Should we teach that terminology instead of *library*?

A. The authors suggest that you teach students the target vocabulary first and then introduce the specialized terminology used at your school. This helps students understand that there are often many words to describe the same things.

Q. Is *Champion of IDEAS* based on scientific research?

A. Yes! The *Champion of IDEAS* program is based on solid educational research and effective practices, including such pedagogical underpinnings as the following:

- **Active learning and prior knowledge.** Learning is most effective when students actively apply new knowledge in meaningful activities that link to their existing knowledge and when they are working within their zone of proximal development (Piaget, 1969; Gardner, 1991; Vygotsky, 1978). The *Champion of IDEAS* program focuses on student-centered, active learning and links new content to students’ prior knowledge.
- **Authentic and meaningful communication.** Students develop fluency through authentic uses of language, both oral and written, and opportunities to practice newly learned structures in different contexts (Dutro, 2002). Further, repeated exposure to vocabulary in multiple contexts aids word learning. The *Champion* program provides many opportunities for students to use the words and apply the concepts they have learned in meaningful contexts, thereby developing their fluency and strengthening their vocabulary.
- **Cooperative learning groups.** Learning is extremely effective in cooperative group settings when the task is structured and clearly defined. Students learn when they share information with other students, thereby creating opportunities for students to learn from one another. The collaborative environment works most effectively when students are engaged in activities that have many possible right answers (Hill & Hill, 1990). Throughout the *Champion of IDEAS* program, strategies are suggested to engage learners collaboratively in a variety of student groupings (e.g., pairs, small groups).
- **Learning modalities.** Tapping into multiple learning modalities is essential because learners “store” information in various places within the brain. By activating multiple learning modalities (e.g., seeing, hearing, movement, and touch), learning is stored in various parts of the brain. This enables learners to recall the information more readily because they can “find” it stored in many places (Educational Leadership: How the Brain Learns, 1998; Jensen, 1998). The *Champion of IDEAS* program emphasizes activities that activate multiple learning modalities—listening, reading, conducting hands-on experiments, researching information (in traditional sources as well as technology-based ones), presenting role plays, and engaging in kinesthetic activities.
- **Positive learning environment.** The learning environment must be positive and stress-free. Pressure and tension negatively affect learning, especially with students who have the additional burden of learning a complex skill (such as reading) in the context of a new language (Herrell, 2000; Joyce & Weil, 1972; Tiedt & Tiedt, 1979; Spangenberg-Urbschat & Pritchard, 1974). The *Champion of IDEAS* program

- emphasizes the importance of creating a positive learning environment and suggests teaching strategies throughout the lessons to achieve this goal in the context of developing and refining English language skills.
- **Text comprehension.** It is important that students formulate a general mental outline of the new content they are learning. This helps them become familiar with the scope and sequence of ideas and assists them in mastering the new material. Teachers should help students become “learning-wise” and “text-wise”—in other words, be able to understand the layout and organizational features of learning materials (including text) in order to distinguish main ideas from subordinate ones, build on concepts and information they have already learned, and acquire maximum content knowledge. (See, for example, Kinsella, 2000.)

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Q. If a middle or high school student cannot speak any English and does not have any literacy skills in English (i.e., cannot read or write in English) but does have literacy skills in his/her primary language, can this student use the *Champion* program? How can these students be expected to read the student textbook?

A. Yes, middle or high school ELLs at the Beginning level of English language proficiency can use the *Champion* program as long as they are familiar with the English alphabet, Arabic numerals, and reading directionality (left to right). In fact, such students are the perfect candidates for the new *Champion of IDEAS* program. Keep in mind that the student textbook (*Champion Reader*) is just one part of the *Champion* program and students at the Beginning and Early Intermediate levels are not expected to read the textbook independently. Before students open the textbook they are learning the target vocabulary and involved in a variety of oral activities. When it is time to introduce the textbook reading, there are pre-reading activities in which teachers help students preview the title, headings, visuals, graphs, captions, and so forth. After the pre-reading activities, the teacher reads aloud the selection twice (or students listen along to the *Champion* Audio CD). For the third reading, the teacher has the students repeat each sentence after he/she reads it. On the fourth reading, the teacher stops at the bolded words and encourages the students to read the word. After that, there is time for paired reading and then students are engaged in activities related to the reading. **NOTE:** ELLs who cannot read or write in their native language or who are not familiar with the English alphabet and Arabic numerals should use a program intended for older students without basic literacy skills before starting the Beginning level of the *Champion* program.

Q. What is polysemy and why should it be explicitly taught to ELLs?

A. It's important that students are taught explicitly about the many features and aspects of the language they are learning in order to develop both fluency and academic literacy. For example, students should learn about:

- **Cognates:** a word in one language which is similar in form and meaning to a word in another language, e.g., *family*—English and *familia*—Spanish;
- **Morphology:** the study of morphemes, the smallest meaningful unit in a language; and
- **Polysemy:** words having two or more closely related meanings, e.g., the word *foot* in the following two sentences: He injured his foot. She waited at the foot of the stairs.

The foot is the lowest part of the stairs just as the foot is the lowest part of the human body.

When learning new vocabulary, it can be difficult for ELLs to determine whether they are dealing with a single polysemous word (such as *foot*) or with two or more **homonyms**—words that are spelled the same way and have the same pronunciation but have completely different meanings—e.g., the word *lie* in the following two sentences: She will lie in bed. Don't lie about your age!

PLACEMENT & ASSESSMENT

Q. What types of assessments are included in the *Champion* program?

A. There are many different types of assessment in the *Champion* program, ranging from placement testing to informal monitoring to formal paper/pencil tests. The chart below outlines the *Champion* assessments:

ASSESSMENT PURPOSE	TEST TYPE	FORMAT	
		PRINT	ELECTRONIC
Placement	Placement Tests A, B, C, and D These placement tests assess all four language domains (LSRW) to place students at the appropriate program level.		<input checked="" type="checkbox"/>
Monitoring Progress	Observing Student Progress These informal assessment checks appear at the end of each lesson. The teacher reflects on the extend to which students have mastered the lesson objectives and then uses this information to inform subsequent instruction.	<input checked="" type="checkbox"/>	
Performance Assessment (formative assessment)	Class Assignments Each chapter includes assignments for students 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 There are six writing rubrics for use in assessing a wide range of student writing: paragraph writing; extended narrative writing; persuasive writing; research report writing; creative writing; and written responses to literature. Portfolio Assessment Students create and compile a portfolio of work they complete each chapter, including examples of work from a variety of genres (e.g., writing assignments, art projects, picture dictionaries, and book report). As a formative assessment measure, a student's portfolio shows what a student is doing well and what areas need additional attention.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Summative Assessment	Chapter Tests Students take a test at the end of each chapter. These chapter tests cover all four language domains (LSRW). Portfolio Assessment A 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.	<input checked="" type="checkbox"/>	
Assessing Affective Measures and Metacognition	Portfolio Evaluation, End-of-Chapter Survey, Unit Evaluation Interview, Certificate of Achievement		<input checked="" type="checkbox"/>

Q. How do you place students in the program?

A. There are two major options for placing students in the *Champion* program. Option 1 is to use one of the *Champion* placement tests, which include an assessment of listening, speaking, reading, and writing skills. Option 2 is to use a formal language proficiency test. For more information and specifics regarding these options, see the introduction of the *Champion Teacher*.

Q. How do you assess student progress?

A. The *Champion* program offers an eclectic approach to assessment in order to enhance student learning and ensure accountability for instruction. Formative assessment—assessment conducted during instruction to reveal how well students understand the content and are keeping pace with the instruction—includes quick evaluation checks (called “Observing Student Progress”) at the end of each lesson, class assignments (including activity worksheets and performance-based assignments), writing assignments, and portfolio evaluation. Summative assessment—assessment conducted after instruction to assess the extent to which students have internalized new content—includes chapter tests and unit reviews.

Q. Do we have to do portfolio assessment?

A. No. The program provides you with multiple assessment tools and resources to assess student learning. You may adapt the *Champion* assessment plan to meet the specific needs of your teaching context and your students.

Q. There is something called “Observing Student Progress” at the end of each part of the lesson. What’s the point of this?

A. This is an opportunity for the teacher to reflect on the extent to which students have comprehended the concepts presented in the lesson. Teachers understand that they may be making a brilliant instruction delivery, but if students don’t “get it,” they need to readjust their teaching plan and provide additional review and practice. Or conversely, if students “get it” immediately, teachers can speed up the pace of instruction. The “Observing Student Progress” sections tie directly to the lesson objectives and offer teachers the opportunity to make needed adjustments in the instructional plan.

Q. How long does it take to administer the *Champion* end-of-chapter tests?

A. In the *Champion Teacher*, we recommend dedicating one full class period (~50 minutes) for each end-of-chapter test. However, because the tasks vary depending on the language level being assessed (Beginning, Early Intermediate, or Intermediate, etc.), the testing time for each section is different. In addition, class size will influence the testing time required since the speaking portion is administered individually. Generally, testing times are as follows:

Units 1-2 (Beginning)

Reading and Writing (Parts 1-4): ~16 minutes

Listening (Parts 5-6): ~10 minutes

Speaking (Part 7): ~3 minutes per student

Units 3-4 (Early Intermediate)

Reading and Writing (Parts 1-4): ~22 minutes

Listening (Parts 5-6): ~10 minutes

Speaking (Part 7): ~3 minutes per student

Units 5-8 (Intermediate-Advanced)

Listening: 10-15 minutes

Reading: 10-15 minutes

Writing: 10-15 minutes

Speaking: 3-5 minutes per student

GENERAL INFORMATION

Q. Does each student need a copy of the Reader?

A. Yes. The authors strongly recommend that each student have his/her own book.

Q. How many copies of each book come in the *Champion* Library?

A. The *Champion* Library is comprised of six books in the Red Level and two books in the Blue Level. Additional copies of the titles in the *Champion* Library may be purchased from the publisher: Ballard & Tighe, Publishers, 471 Atlas Street, Brea, CA 92821.

Q. May I copy the readings in the textbook or put them on overhead transparencies?

A. No. Pages in the textbook may not be copied for any reason.

Q. Can I copy the pages in the Tester and Writer?

A. No. Pages in the Tester and Writer may not be copied for any reason.

Q. I don't have a projector for the CD-ROM. Can I print the Concept Pictures, Guides, and Noun/Verb sheets on transparencies and display them using an OHP?

A. Yes. You may print these resources (all of which include the notation "Permission is granted to reproduce this page for one teacher's classroom only") on transparencies and display them using an OHP.

Q. Do you have any Internet resources for the program?

A. Yes. You will find many resources for the *Champion* program on the Internet at www.ballard-tighe.com/championweb, including the following:

- Readability and the *Champion Reader*
- Use of the IPT 2004 Oral Test for Student Placement in the *Champion of IDEAS* Program
- Error Correction
- Unit Target Vocabulary
- Unit Language Objectives
- Unit Language Functions & Forms
- Literary Genres Integrated into Chapter Lessons
- Phonics and Reading Skills
- Additional Activities to Help English Learners Develop Listening, Speaking, Reading, and Writing Skills
- *Champion of IDEAS* and Scientifically Based Research
- *Champion of IDEAS* End-of-Chapter Tests: Test Blueprint

Q. What particular state standards did you consult when researching and writing the *Champion* program?

A. The authors consulted a wide variety of state standards (both ELA and ELP), including California, Texas, Florida, Illinois, Colorado, Arizona, North Carolina, and Alaska. They looked at many more state standards, but it soon became clear that there is broad overlap in ELP standards across the states. In addition, the program authors reviewed national and regional ELP standards such as those published by TESOL and WIDA.

Q. Is the *Champion* program aligned to my state's standards?

A. The *Champion* program is based on a broad cross-section of national and state ELP standards for students in grades 6-12.

Q. What state's standards are listed at the beginning of each language level?

A. The standards listed at the beginning of each language level are a composite of the state and national standards the authors consulted.

Q. There's only one homework assignment in each part of the lesson (WARM UP, CONNECT, etc.), but many of the parts span more than one class period. Should teachers only assign homework at the end of each part even if the part spans 4-5 class periods? If additional homework should be assigned, what should it be?

A. The issue of homework—whether to assign it, how much to assign, and what to assign—is often resolved by teacher, school, or district policy. The *Champion* authors have provided homework suggestions for teachers who want to assign homework. Additional homework assignments could include such activities as having students complete activity sheets at home, finding a picture/article in the newspaper that relates to the topic they are studying, or finding an example of a part of speech, vocabulary word, or sentence structure in the newspaper, magazine, TV, or other media.

Q. Why did you arrange the program by language level rather than grade level?

A. The *Champion* program is organized according to language level because language development is incremental. In the *Champion* program, instruction for beginning English learners begins with Chapter 1. It doesn't matter whether these beginning students are in 6th grade or 12th grade. These students need to learn the same vocabulary and language forms and functions. The topics, vocabulary, and language forms and functions in the reading selections and learning activities are appropriate for both middle and high school students.

Q. Why do you have the same ELD program for students in grades 6-12?

A. The topics, vocabulary, and language forms and functions in the *Champion* reading selections and learning activities are appropriate for both middle and high school students. Many state ELD standards are clustered into middle school (grades 6-8) and high school (grades 9-12). However, in most cases, the ELD standards are almost identical for students in the 6-12 grade spans.

Q. Do students begin writing in the Beginning and Early Intermediate level?

A. Yes. The major emphasis with Beginning and Early Intermediate ELLs will be on helping them to develop oral literacy. However, language skills are interrelated and effective ELD programs introduce writing from the start of instruction. Research confirms that all four language domains—listening, speaking, reading, and writing—should be integrated into instruction from the very beginning. Writing at the Beginning/Early Intermediate levels focuses on activities such as labeling pictures, copying model sentences, and completing cloze activities.

Q. How long does it take to complete the program?

A. Assuming that an ELL of average abilities enters the *Champion* program at the Beginning stage (Unit 1, Chapter 1), it will take that student approximately two years to complete the Red Level, which is designed for Beginning and Early Intermediate language learners. It will take that same student another year to complete the Blue Level, which is designed for Intermediate language learners, and another year to complete the Yellow Level, which is intended for Early Advanced and Advanced language learners. Given that research indicates that it takes the average ELL at least five years to develop full native-like proficiency in listening, speaking, reading, and writing, the *Champion* program provides an efficient and effective instructional model. **Note:** This is based on a 40-week academic year that includes five 50-minute class periods a week.

Q. Why do some of the readings in the textbook have a “Make Connections” activity and others do not?

A. The “Make Connections” activity appears in the readings intended for students at the Early Intermediate level of language proficiency. It isn’t until ELLs reach this level of language proficiency that it is reasonable for them to engage in the kind of extended discourse the activity requires.

Q. How are the *Carousel of IDEAS* and *Champion of IDEAS* programs alike and how are they different?

A. The two programs share the same program philosophy, both can be used in flexible student configurations, both have a similar research basis, and the programs are both organized by language level (rather than grade level). The two programs are different in that they are intended for students at different grade spans (K-5 vs. 6-12) and as such they are based on ELD and content standards (which are arranged by grade level). They also contain different kinds of components (e.g., the *Carousel* program doesn't have a student textbook) and the content is arranged a little differently (e.g., the *Carousel* program is organized in two sets, while the *Champion* program is arranged in three levels). The chart below provides more specifics about the programs similarities and differences.

	<i>Carousel of IDEAS</i>	<i>Champion of IDEAS</i>
Grade Span	K-5	6-12
Program Philosophy	<p>A comprehensive, systematic, and research-based English language development program that focuses on:</p> <ul style="list-style-type: none"> • Social and academic language • Direct instruction and opportunities for meaningful communication • Differentiated instructional strategies/techniques • ELD/SDAIE strategies/techniques 	<p>A comprehensive, systematic, and research-based English language development program that focuses on:</p> <ul style="list-style-type: none"> • Social and academic language • Direct instruction and opportunities for meaningful communication • Differentiated instructional strategies/techniques • ELD/SDAIE strategies/techniques
Use	In a pull-out program, with an immersion class, or for general ELD instruction	In a pull-out program, with an immersion class, or for general ELD instruction
Standards	Addresses K-5 ELP standards and integrates select K-5 academic content standards	Addresses 6-12 ELP standards and integrates select 6-12 academic content standards

Organization of the Instructional Content	Organized by language level in two sets: Set 1 is intended for Beginning-Early Intermediate ELLs and Set 2 is intended for Intermediate-Advanced ELLs	Organized by language level in three sets: Red Level is intended for Beginning-Early Intermediate ELLs, Blue Level is intended for Intermediate ELLs, and Yellow Level is for Early Advanced and Advanced ELLs
Program Components	<ul style="list-style-type: none"> ▪ Comprehensive Teacher's Guide ▪ Resource Book (and Resource Book on CD) ▪ Picture & Word Cards ▪ Theme Pictures (and Theme Pictures on Transparencies and CD-ROM) ▪ Transparencies (and Transparencies on CD-ROM) ▪ <i>Carousel Testers</i> (assessment) ▪ Language Progress Cards ▪ <i>IDEA Picture Dictionary 1</i> and 2 ▪ <i>Creative IDEAS</i> Activity Books ▪ <i>Carousel Literature</i> Collection (46 books total) 	<ul style="list-style-type: none"> ▪ <i>Champion Teacher</i> (comprehensive teacher's guide) ▪ <i>Champion Reader</i> (student textbook) and Reader on Audio CDs ▪ <i>Champion Writer</i> (student workbook) ▪ <i>Champion Tester</i> (student test booklet) ▪ <i>Champion</i> CD-ROM (teaching and learning tools and resources) ▪ <i>Champion</i> Library (six books in the Red Level, two books in the Blue Level) ▪ <i>IDEA Picture Dictionary 2</i> (Red Level), <i>IDEA Dictionary 3</i> (Blue Level)
Research Base	Reflects best practices as well as current research; reflects an awareness of and grounding in the natural approach and direct instruction (with a focus on grammar and phonics instruction); integrates both models to provide a strong, focused, and standards-based approach to English language instruction	Reflects best practices as well as current research; reflects an awareness of and grounding in the natural approach and direct instruction (with a focus on grammar and phonics instruction); integrates both models to provide a strong, focused, and standards-based approach to English language instruction

Q. In the *Carousel* program, the lessons are divided into three parts: Presentation, Practice, and Apply & Extend. How does this compare to the *Champion* lessons, which are divided into WARM-UP, CONNECT, and EXTEND?

A. Because *Carousel* is designed for younger students and *Champion* is designed for older students, there are some inherent differences between the two programs. *Carousel* lessons are shorter than *Champion* lessons and *Carousel* lessons focus on target vocabulary and/or 1-3 language objectives. In this context, 1) teachers PRESENT the new vocabulary, concepts, and/or language function(s) and corresponding form(s); 2) students PRACTICE using the new vocabulary, concepts, and/or language function(s) and corresponding form(s); and 3) students APPLY & EXTEND the new vocabulary, concepts, and/or language function(s) and corresponding form(s). Academic literacy in *Carousel* is developed as a natural extension of the target vocabulary, concepts, functions, and forms that are integrated into the program. In contrast, each lesson in the *Champion* program revolves around a reading selection. During the WARM-UP, the teacher taps into students' prior knowledge and connects it to the topic of the reading selection. The teacher also engages students in activities that spark their interest in the topic and get them thinking about ways in which the topic relates to their own lives. In the CONNECT section, the teacher guides students through pre-reading activities and then several readings of the text selection (in the *Champion Reader* or *Champion Library*) and focuses students' attention on target vocabulary and target functions and forms—which are reflected in the reading selection for that lesson. Finally, in the EXTEND part of the *Champion* lesson, students apply what they have learned in new contexts, often engaging in writing assignments and extended oral discourse. While teachers using the *Champion* program are directed—through the teacher's guide—to “present” any new vocabulary and/or concepts before students “practice” and “apply & extend” their learning, the lessons in the *Champion* program are specially designed to prepare older students for mainstream classrooms—where the student textbook is often the central focus of the class— while simultaneously developing their oral language skills and academic literacy.

Q. Where can we find—in the *Champion* program—the information that appears on the *Carousel* Language Progress Card?

A. The *Carousel* Language Progress Card includes the chapter topics (e.g., transportation, shapes, toys, tools, etc.) as well as the major language forms introduced in the unit. In addition, there is space for teachers to record the type of language being produced by the student and the student's informal and formal assessment scores. Much of this information is presented in the *Champion* program, but it is not consolidated on one card. In addition, because *Carousel* is designed for younger students and *Champion* is designed for older students, there are some inherent differences between the two programs. For example, it's more common for younger students to focus on **topics** such as shapes, colors, people, and so forth. However, older students more often focus on **themes**. The themes are revealed through the *Champion* chapter titles (e.g., Chapter 1: School Days; Chapter 2: Family Time; Chapter 3: Just for Fun; Chapter 4: Making a Living). Within each chapter, there are three or four lessons that support the chapter themes. The language forms and functions being addressed as well as the overall language objectives in listening, speaking, reading, and writing are located on each Lesson Overview Chart in the *Champion Teacher*. For example, you can find the information related to Chapter 1, Lesson 1 on pages 26-27 of the *Champion*

Teacher. Students' end-of-chapter test scores can be documented directly in the *Champion Tester*, and their overall assessment scores and implications for instructions can be documented on the reproducible form ("Assessment and Implications for Instruction") located on the *Champion* CD-ROM.