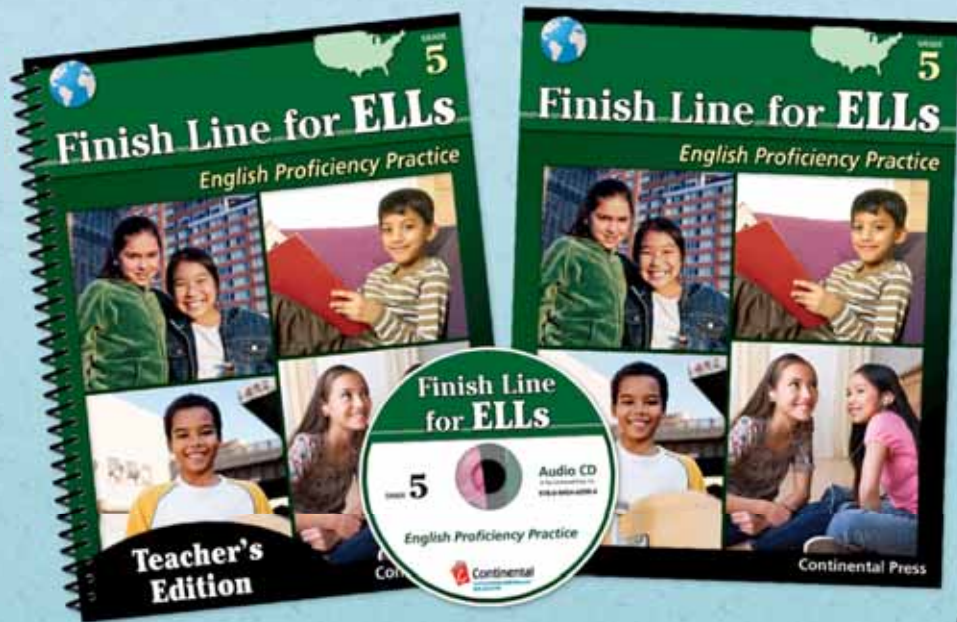


Help ELLs Cross the **Finish Line**: *Practice for a Successful Assessment*




Continental
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800.233.0739
www.continentalpress.com

This presentation offers testing support for your ESL students by providing practice in the format and types of questions found on your local assessments. *Finish Line for ELLs: English Proficiency Practice*, a new series from Continental, gives practice in multiple-choice, written-response, and oral-response questions across four common domains: listening, reading, writing, and speaking. This practice helps minimize test-day anxiety, which allows students more opportunity to display their content knowledge and language proficiency.

Why do my students need support on testing format?

- Many factors can hinder the achievement of ELLs. Students who are not fully acculturated to middle class mainstream values and beliefs may have differing attitudes towards gender roles, the individual versus the group or family, the use of time, and a host of other factors including a **lack of familiarity with the testing format.** (Boals, 2003)

Research also tells us:

- The combination of these three knowledge bases—knowledge of English, knowledge of the content topic, and **knowledge of how tasks are to be accomplished**—constitutes the major components of academic literacy. (Short, 1998)

More research related to **Familiarity**

- Test location
- Familiarity with test administrator
- Words and phrases on assessment tasks that are not central to the assessed content (false cognates, technical vocabulary, idiomatic expressions)
- **Familiarity with task type/format. It is recommended that students be provided opportunity to practice understanding and responding to item types included in assessment.** (Sato, 2009)

Additional barriers for ELLs

- Often the mainstream classroom teacher is not familiar with how an ELL is assessed; therefore they are unsure how to tailor or model instruction appropriately.
- Currently only a few states require classroom teachers to have at least minimal instructional development in teaching ELLs.

Also understand that during testing:

- Students may not discuss what they are writing, reading, listening or speaking about or ask for clarification if they do not understand. The latter constraint is not common in most classroom settings, even during tests. Students may find the formality and strict rules of formal testing to be unnatural, frustrating, or even unkind. Preparing students for the unusual nature of a formal test is important to ease any anxiety.

Written for students with developing proficiency levels, overlapping the intermediate, intermediate high, and advanced levels.

About *Finish Line for ELLs: English Proficiency Practice*

The *Finish Line for ELLs: English Proficiency Practice* workbook was developed to help teachers prepare English language learners in grade 5 for similar items found on English language proficiency assessments, such as ACCESS for ELLs® developed by the WIDA® Consortium, ELDA, NYSESLAT, and individual state tests based on the TESOL standards. By using this workbook, students will become familiar with the types of questions they will face on testing day: multiple choice, written response, and oral response. The book is divided into four units, each one addressing a language domain: speaking, listening, reading, and writing. The content in the listening, reading, and writing units is written for students with developing proficiency levels, overlapping the intermediate, intermediate high, and advanced levels. The lessons in the speaking unit use adaptive questioning to move through five proficiency levels: beginner, intermediate, intermediate high, advanced, and advanced high.

Speaking unit uses adaptive questioning to move through five proficiency levels.

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Each unit has a Model Lesson to help students understand the question format and sequence.

Content is typical at this grade level.

Content Topics

Lessons are developed around a specific content topic or theme. The topics correspond to content typical at this grade level within the areas addressed by the standards.

Language Levels and Types of Student Responses

Practice items in this book are presented according to increasing English language proficiency levels: beginner (B), intermediate (I), intermediate high (IH), advanced (A), and advanced high (AH). In each Listening lesson, practice items address intermediate, intermediate high, and advanced levels. Listening lessons also include illustrations and/or other graphics to support student understanding at these levels. The chart below lists the kinds of responses students may be asked to give in this unit.

Language Level	Types of Student Responses
Intermediate	<ul style="list-style-type: none"> Sort or identify pictures Locate or classify information Follow two-step directions Match information to pictures Identify comparative quantities Identify numbers and operations Identify uses of objects Match routes on a map to text Identify people or events from pictures
Intermediate High	<ul style="list-style-type: none"> Locate, select, or order information Follow multi-step directions Categorize or sequence information, events, or processes Identify ways to do something Identify changes Differentiate among items presented in tables, charts, or graphic organizers Identify reasons
Advanced	<ul style="list-style-type: none"> Compare/contrast relationships Analyze and apply information Identify cause and effect Interpret information from tables, charts, or graphic organizers Compare examples of numbers and operations Predict amount Hypothesize Interpret effects

- Intermediate
- Intermediate High
- Advanced

LISTENING: Conversational Language 


FOLDER A Personal Experiences

Elena's Vacation



Realistic, detailed artwork allows students to focus and understand the skill or question without being confused by poor representations.

Student Book

LISTENING: Conversational Language 


FOLDER A Personal Experiences

Elena's Vacation

The activities in the Listening unit should be read to the students. An optional audio CD is available.

- **Say:** Turn to page 13. Today we are going to do a Listening lesson. It is important for you to listen while I read the questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can to answer in English. Do you have any questions before we begin?
Answer any questions. Make sure that each student has a pencil and that each student is on page 13.
- **Say:** Follow along as I read the title, "Elena's Vacation."

Elena's Vacation



Clear instructions on what to say and how to administer these lessons will give teachers the opportunity to put students in test-like conditions.

Teacher's Edition

Teacher's Edition

Instructional Note: Make sure students understand that they need to listen to the person speaking before they select an answer.

Say: Listen and look at the picture as I read the answer choices for number 3.



- A Elena looks at the fish and sharks in the big tank.
- B Elena walks through the butterfly garden.
- C Elena eats lunch.
- D Elena makes a terrarium.

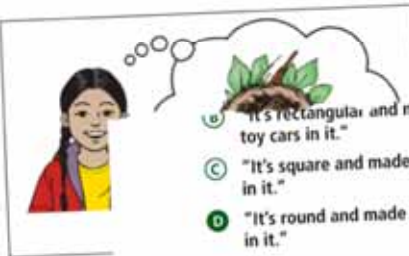
Item	Answer	Language Level	Performance Objective
3	D	Intermediate High	Students will categorize or sequence information

Identifying the Performance Objective gives teachers a clear understanding of the skill assessed.

Student Book

Student Book

4.



- A "It's oval and..."
- B "It's rectangular..."
- C "It's square and..."
- D "It's rectangular and made of plastic. There are three toy cars in it."

Item	Answer	Language Level	Performance Objective
4	D	Advanced	Students will analyze information to draw conclusions

Say: Now listen to number 4. Then mark your answer.

The next afternoon, Elena calls Grandma. She says, "Hello, Grandma. We just got back from a walk in the woods. I saw a bird's nest in a tree." What does Elena tell Grandma about the bird's nest?

PAUSE for students to mark an answer.

In this example, students analyze information to draw conclusions.

1. Have students work with partners and role play going on a vacation to one place shown on the collage. Have them complete these sentence starters: I went to _____ with _____. We got there by _____. I saw _____. I did _____. My favorite thing was _____. [A]

Multiple-Choice Questions

Listening

- Listening for key words—**before, after, probably do, most, labeled, best, how, where, example of, what, does not, which, why.**
- Use the audio component to take out bias in your voice or inflection of key words. “What does Elena do *last*?”
- Because content is used, each question can become a teachable moment. Using the SIOP model, which requires much planning, each content-related question can be done before or after similar content is taught to the student. This will help the student learn what to listen for and how to apply skills to selecting correct answers. The book does not have to be used sequentially.

Bubble Scoring Sheet (practice)

Name _____

Answer Sheet—Listening

Model Lesson

1 (A) (B) (C)

2 (A) (B) (C) (D)

Folder A

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Folder B

1 (A) (B) (C)

2 (A) (B) (C)

3 (A) (B) (C) (D)

Folder A

1 (A) (B) (C)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Folder B

1 (A) (B) (C)

Folder C

1 (A) (B) (C) (D)

Students practice the skill of transferring answers

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Folder E Resources and Products	

UNIT 2 READING



The Reading unit has 10 lessons. Each lesson addresses one of five common English language proficiency standards.

Standards

- Conversational language
- The language of Academic Language Arts
- The language of Academic Mathematics
- The language of Academic Science
- The language of Academic Social Studies

In the Reading unit, each standard is presented in two different practice lessons.

Content Topics

Lessons are developed around a specific content topic or theme. The topics correspond to content typical at this grade level within the areas addressed by the standards.

Language Levels and Types of Student Responses

Practice items in this book are presented according to increasing English language proficiency levels: beginner (B), intermediate (I), intermediate high (IH), advanced (A), and advanced high (AH). In each Reading lesson, practice items address intermediate, intermediate high, and advanced levels. Reading lessons also include illustrations and/or other graphics to support student understanding at these levels. The chart below lists the kinds of responses students may be asked to give in this unit.

Language Level	Types of Student Responses
Intermediate	<ul style="list-style-type: none"> • Locate or classify information • Identify facts and explicit messages • Match written information to pictures • Select language patterns associated with facts • Make predictions • Sequence events • Interpret graphic organizers • Identify scale drawings based on written directions • Identify numbers and operations • Identify comparative quantities • Classify choices of foods, features of Earth, or parts of systems • Identify ways to conserve or states of matter • Sort descriptive phrases
Intermediate High	<ul style="list-style-type: none"> • Sort relevant from irrelevant information • Sort language with fact or opinion • Sequence pictures, events, or processes • Identify main ideas • Categorize or sequence information • Use context clues to determine meaning of words • Sort examples of large whole numbers
Advanced	<ul style="list-style-type: none"> • Compare/contrast relationships • Analyze and apply information • Identify word families and figures of speech • Differentiate between facts and opinions

Health and Safety

A Doctor for Your Eyes

Dr. Grant greets Rosita and her mother. He says, "I'm going to examine you. I'll use a small flashlight to look in your eyes. You'll do some tests where you cover one eye and look at a chart. You'll also look into a special machine."

Rosita asks, "What will the tests show?"

Dr. Grant answers, "The tests will show whether you are nearsighted or farsighted."

Rosita asks, "What does nearsighted mean? Will I have to wear glasses?"

Dr. Grant answers, "A nearsighted person can only see things that are close. Things that are far away look blurry. You may have to wear glasses to see writing on the board at school."



Student Book


Health and Safety

Say: Turn to page 59. Today we are going to do a Reading lesson. You will read information and then answer questions. Some questions may be easier for you than others. Just do the best you can.

Make sure that each student has a pencil and that each student is on page 59.

Say: Follow along as I read the title, "A Doctor for Your Eyes."

A Doctor for Your Eyes

FOLDER A READING: Conversational Language 

Health and Safety

A Doctor for Your Eyes



Dr. Grant greets Rosita and her mother. He says, "I'm going to examine you. I'll use a small flashlight to look in your eyes. You'll do some tests where you cover one eye and look at a chart. You'll also look into a special machine."

Rosita asks, "What will the tests show?"

Dr. Grant answers, "The tests will show whether you are nearsighted or farsighted."

Rosita asks, "What does nearsighted mean? Will I have to wear glasses?"

Dr. Grant answers, "A nearsighted person can only see things that are close. Things that are far away look blurry. You may have to wear glasses to see writing on the board at school."

Teacher's Edition

FOLDER
A

Health and Safety

1. Rosita takes the first eye test. She reads letters from a chart. Each line of letters gets smaller. The test shows whether she is nearsighted or farsighted. Which picture shows what Rosita read?



(A)

Student Book

FOLDER
A

Health and Safety

Point to number 1 on the student book page. Explain to students that they should read each question and then fill in the circle of the best answer choice.

Say: Read number 1. Then mark your answer.

1. Rosita takes the first eye test. She reads letters from a chart. Each line of letters gets smaller. The test shows whether she is nearsighted or farsighted. Which picture shows what Rosita read?



(A)



(B)



(C)

Item	Answer	Language Level	Performance Objective
1	C	Intermediate	Students will locate information about eye doctors

PAUSE for students to mark an answer.

Say: Now turn the page.

Teacher's Edition

FOLDER
A

Health and Safety

2. Dr. Grant finishes all of the tests. He says, "Rosita, you are nearsighted. You will need glasses."

Which sentence describes what Rosita can see?



- (A) Rosita can't see anything clearly.
- (B) Rosita can only see things that are far away.
- (C) Rosita can see things that are up close and far away about the same.

Student Book

FOLDER
A

Health and Safety

Point out questions 2 and 3 on the student book pages. Explain to students that they should read each question and fill in the circle of the best answer choice.

Say: Read each question. Then mark your answer.

2. Dr. Grant finishes all of the tests. He says, "Rosita, you are nearsighted. You will need glasses."

Which sentence describes what Rosita can see?



- (A) Rosita can't see anything clearly.
- (B) Rosita can only see things that are far away.
- (C) Rosita can see things that are up close and far away about the same.
- (D) Rosita can see things best that are close.

Item	Answer	Language Level	Performance Objective
2	D	Intermediate-High	Students will identify a restatement of information about eye doctors

Teacher's Edition

READING: Conversational Language

FOLDER A Health and Safety

2. Rosita is happy with her new glasses because she can see much better. She tells Dr. Grant and her mom that she might want to become an optometrist. What is Rosita interested in doing?

(A) She wt.
(B) She wt.
(C) She wt.
(D) She wt.

READING: Conversational Language

FOLDER A Health and Safety

3. Rosita is happy with her new glasses because she can see much better. She tells Dr. Grant and her mom that she might want to become an optometrist. What is Rosita interested in doing?

(A) She wants to help people eat healthier food.
(B) She wants to help people see better.
(C) She wants to talk to people about their problems.
(D) She wants to teach people how to read.

Item	Answer	Language Level	Performance Objective
3	B	Advanced	Students will compare information about eye doctors

Extension Activity

1. Invite students who have visited an optometrist to describe their visit. Use guided questions such as: *Did you read letters from a chart? Did the doctor shine a special light in your eyes? Did you look through a machine?* [I, IH, A]

2. Invite an optometrist to talk to the class. Before the visit, have students create a list of questions to ask. Assign several students to ask the questions. Assign Advanced Level students to take notes while the optometrist answers. After the visit, guide students in compiling a question and answer fact sheet. [I, IH, A]

Student Book

Teacher's Edition

Extension activities for each language level provide additional classroom practice to support each lesson.

Multiple-Choice Questions *Reading*

- Content questions include charts, timelines, graphs, and graphic organizers.
- Skill-related questions for fact or opinion, inference, and cause and effect.
- Reading for key words—**illustrates, how, first, next, before, after, during, probably, happening, occurring, which detail, shows, describes, only, anything, about the same.**
- Emphasis on content vocabulary for Math, Science, and Social Studies.

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UNIT 3 WRITING



The Writing unit has 8 lessons. Lessons 21, 22, 23, 25, 26, and 27 address one of three common English proficiency standards.

- Conversational language
- The language of Academic Mathematics
- The language of Academic Science

These lessons require that students write 5 to 7 sentences or one paragraph in response to a prompt. In some cases, a partial model is provided to guide students.

Lessons 24 and 28 address the integration of two or three English proficiency standards.

- Conversational language
- The language of Academic Language Arts
- The language of Academic Social Studies

These lessons require that students write a multi-paragraph essay in response to a prompt. Students are guided to prepare their ideas by thinking about questions related to the prompt. Then they are instructed to plan their responses before writing the essay by creating an outline or completing a graphic organizer.

Content Topics

Lessons are developed around a specific content topic or theme. The topics correspond to content typical at this grade level within the areas addressed by the standards.

Language Levels and Types of Student Responses

In each writing lesson, practice items address intermediate (I), intermediate high (IH), and advanced (A) English language levels. Illustrations, graphics, and/or a model response are supplied to support student understanding of the writing tasks. The chart below lists the kinds of responses students may be asked to give in this unit.

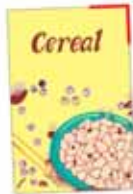
Language Level	Types of Student Responses	
Intermediate	<ul style="list-style-type: none"> • Describe features of objects from diagrams • List using phrases or short sentences • Identify comparative quantities 	<ul style="list-style-type: none"> • Classify choices of foods, features of Earth, or parts of systems • Identify ways to conserve, or states of matter • Sort descriptive phrases
Intermediate High	<ul style="list-style-type: none"> • Describe functions of systems or their parts • Describe changes in states of matter • Compare/contrast objects or shapes 	<ul style="list-style-type: none"> • Explain relationships • Sequence pictures, events, or processes
Advanced	<ul style="list-style-type: none"> • Discuss relationships • Interpret information or data from graphs 	<ul style="list-style-type: none"> • State an opinion and support it with examples and details

Angles

There are angles everywhere. Polygons, such as triangles, rectangles, and hexagons, have sides and corners. Each corner forms an angle. The three kinds of angles are right angles, acute angles, and obtuse angles.

The corner of a square or rectangle makes a right angle of 90° . Acute angles are smaller than 90° . Obtuse angles are larger 90° .

1.



The corner of the box is a right angle.

2.



The slice of pizza forms an acute angle.

Angles

Standard	Language Level	Performance Objective
Academic Mathematics	Intermediate	Students will identify different kinds of angles found in a building
Academic Mathematics	Intermediate High	Students will describe different kinds of angles found in a building
Academic Mathematics	Advanced	Students will compare/contrast different kinds of angles found in a building

Say: Turn to page 98. Today we are going to do a Writing lesson. You will read information and then write answers to questions. Do the best you can to write in English.

We are going to talk about math and angles.

Look at the pictures. Read the words on the lines next to each picture. As you read, think about the different kinds of angles.

There are angles everywhere. Polygons, such as triangles, rectangles, and hexagons, have sides and corners. Each corner forms an angle. The three kinds of angles are right angles, acute

WRITING: Academic Mathematics

FOLDER **B** Angles

There are angles everywhere. Polygons, such as triangles, rectangles, and hexagons, have sides and corners. Each corner forms an angle. The three kinds of angles are right angles, acute angles, and obtuse angles. The corner of a square or rectangle makes a right angle of 90° . Acute angles are smaller than 90° . Obtuse angles are larger 90° .

1.  The corner of the box is a right angle.

2.  The slice of pizza forms an acute angle.

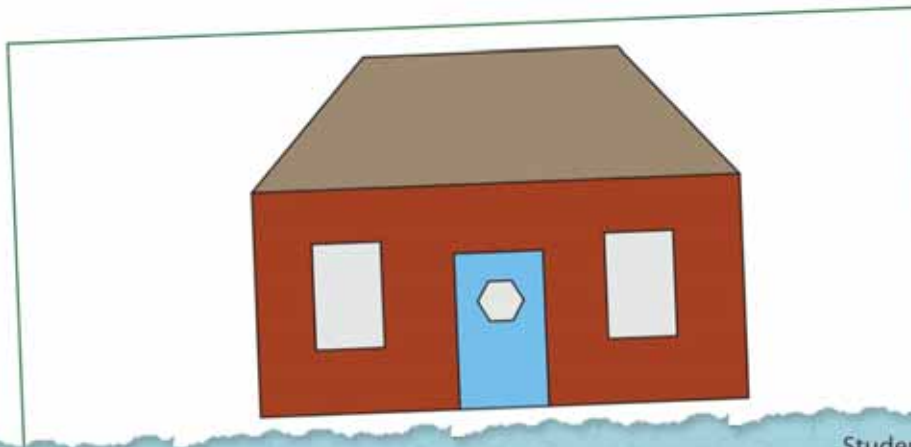
3.  The hands of the clock form an obtuse angle.

Angles

Now it's time to write!

Write a paragraph of 6 to 8 sentences about the angles you see in this line drawing of a house. Compare and contrast the angles formed by the walls, the door, the windows, and the roof.

Use the picture below and the model on page 98 to prepare your answer. Write your paragraph on the next page.




Student Book

Angles

Check your writing. Ask yourself:

- Does my writing make sense?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I write my best?

WRITING: Academic Mathematics 

FOLDER B Angles

Extension Activity

1. Explain that an architect is a person who designs buildings. Ask students to work in pairs to draw their own creative designs for a school building. Tell them to include different kinds of angles. Have students label the angles. Then have them write a description of the school to read to classmates as


Check your writing. Ask yourself:

Does my writing make sense?

Did I write in complete sentences?

Did I use correct punctuation and spelling?

Did I write my best?

LESSON 22 

100 | **UNIT 3 Writing** | © The Continental Press, Inc. **DUPLICATING THIS MATERIAL IS ILLEGAL.**

Teacher's Edition

Name _____

Scoring Sheet—Writing

Model _____ Score _____ Folder A _____ Score _____

Rubric helps students and teachers clarify what they are responsible for on the assessment. Similar to the SIOP model of instruction, students need clear objectives.

Scoring Rubric for Written-Response Questions					
6	5	4	3	2	1
<ul style="list-style-type: none"> • Thorough topic/idea development and elaboration • Effective use of examples and details • Rich and effective use of language • Full control of written English with few, if any, errors in grammar, syntax, capitalization, and punctuation 	<ul style="list-style-type: none"> • Full topic/idea development and brief but effective elaboration • Strong examples and details • Appropriate use of language • Few errors in grammar, syntax, capitalization, and punctuation; errors do not interfere with communication 	<ul style="list-style-type: none"> • Moderate topic/idea development with brief or little elaboration • Adequate examples and details • Some variety in language • Some errors in grammar, syntax, capitalization, and punctuation; errors do not interfere with communication 	<ul style="list-style-type: none"> • Rudimentary topic/idea development and little elaboration • Basic examples and details • Some variety in language • Some errors in grammar, syntax, capitalization, and punctuation; errors do not substantially interfere with communication 	<ul style="list-style-type: none"> • Limited or weak topic/idea development • Very few examples or details • Simplistic language with some content specific vocabulary • Many errors in grammar, syntax, capitalization, punctuation, and spelling; errors somewhat interfere with communication 	<ul style="list-style-type: none"> • Little or no topic/idea development • Almost no examples or details • Only simplistic language evident • Little or no control of sentence structure, grammar, usage, and mechanics; errors seriously interfere with communication

For individual state-approved ELL scoring rubrics, visit your state's department of education Web site.

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Parent letters in multiple languages

UNIT 4 SPEAKING

The Speaking unit has 4 lessons. Lessons 29 and 32 address a common English language proficiency standard: Conversational Language. These lessons provide three sets of questions, examining beginner, intermediate, or intermediate high English language levels, with increasing difficulty.

Lessons 30 and 33 address two common English language proficiency standards: the language of Academic Language Arts and the language of Academic Social Studies. Lessons 31 and 34 address two other common English language proficiency standards: the language of Academic Mathematics and the language of Academic Science. These lessons provide five sets of questions, examining beginner, intermediate, intermediate high, advanced, and advanced high English language levels, with increasing difficulty.

Content Topics
Lessons are developed around a specific content topic or theme. The topics correspond to content typical at this grade level within the areas addressed by the standards.

Language Levels and Types of Student Responses
Illustrations, graphics, and/or a model response are supplied to support student understanding of the questions asked in the speaking lessons for beginner (B), intermediate (I), intermediate high (IH), advanced (A), and advanced high (AH) languages levels. The chart below lists the kinds of responses students may be asked to give in this unit.

Language Level	Types of Student Responses
Beginner	<ul style="list-style-type: none"> Identify tools or artifacts from the past Name basic parts of systems Identify natural phenomena Name math operations Name numbers or equations Name two- and three-D shapes
Intermediate	<ul style="list-style-type: none"> Describe features of objects from labeled diagrams List using phrases or short sentences Identify comparative quantities Classify choices of foods, features of Earth, or parts of systems Identify ways to conserve, or states of matter
Intermediate High	<ul style="list-style-type: none"> Describe functions of systems or their parts Describe changes in states of matter Compare/contrast objects from diagrams Explain relationships Sequence pictures, events, or processes
Advanced	<ul style="list-style-type: none"> Discuss relationships Interpret information or data from graphs, tables, or graphic organizers Compare self to a literary character State an opinion and support it with examples and details State a main idea and provide examples and supporting details
Advanced High	<ul style="list-style-type: none"> Offer specific information to support ideas Evaluate information Justify opinions Explain different ways to solve problems Use technical language Draw consequences

•Beginner
•Intermediate
•Intermediate High
•Advanced
•Advanced High

Part 1



We use natural resources to grow and make things we need. Soil and water are two examples of natural resources. Farmers use soil and water to grow food for us to eat. The foods they grow are called crops.

Standard	Language Level	Performance Objective
Academic Language Arts	Beginner	Students will answer WH-questions
Academic Social Studies	Beginner	Students will identify natural resources
Academic Language Arts	Intermediate	Students will describe farming activities
Academic Social Studies	Intermediate	Students will identify ways to use resources to produce food
Academic Language Arts	Intermediate High	Students will provide details about people, objects, or situations related to acquiring food
Academic Social Studies	Intermediate High	Students will sequence stages of the process of food production and consumption
Academic Language Arts	Advanced	Students will make predictions about activities related to using resources to produce food
Academic Social Studies	Advanced	Students will interpret information about stages of food production
Academic Language Arts	Advanced High	Students will connect information about stages of food production
Academic Social Studies	Advanced High	Students will draw conclusions from information on food production

Say: Turn to page 126. We are going to do a Speaking lesson. I will ask you some questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can to answer in English. We are going to talk about how we get food from farms. Follow along as I read the words under the picture.

Part 1



Say: Look at the picture. I will ask you some questions.

1: (Point to the man and woman.)

Say: What kind of work do Bob and Rosa do?

2: (Point to the hose.)

Say: What natural resource is Bob putting on

Part 2



Bob and Rosa are picking fruits picking crops is harvesting. Farmers

Student Book

Questioning is adaptive so the teacher can stop at any question once it becomes too difficult.

Say: Look at the picture. Then follow along as I read the words under the picture.
Part 2



Bob and Rosa are picking fruits and vegetables from their farm. Another word for picking crops is harvesting. Farmers usually harvest crops in the summer or early fall.

- Say: Now I will ask you some questions.
- 1: (Point to the woman.)
Say: What is Rosa doing?
 - 2: (Point to the man.)
Say: What is Bob doing?
 - 3:
Say: What will the farmers do with the crops they pick?
 - 4:
Say: What would be fun about picking crops? (If necessary) Why do you think that?
 - 5:
Say: What would be hard about picking crops? (If necessary) Why do you think that?
 - 6:
Say: Would you like to grow fruits and vegetables? Why do you say that?
- Instruct the student to turn the page.

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Part 3



Farmers sell some of their fruits and vegetables to stores. Trucks, trains, and planes take farmers' crops to markets. Then markets sell the fruits and vegetables to families. Another word for these fruits and vegetables is produce.

Student Book

Say: Look at the picture. Then follow along as I read the words under the picture.
Part 3



Farmers sell some of their fruits and vegetables to stores. Trucks, trains, and planes take farmers' crops to markets. Then markets sell the fruits and vegetables to families. Another word for these fruits and vegetables is produce.

- Say: Now I will ask you some questions.
- 1: (Point to the picture.)
Say: Where are the girl and her father?
 - 2: (Point to the produce stands.)
Say: Name some foods you see.
 - 3: (Point to the bag the man is putting in the cart.)
Say: What is the man doing?
 - 4:
Say: Where did the store get the fruits and vegetables it sells?
 - 5:
Say: What will the man do when he finishes putting things in his cart?
 - 6:
Say: What will the man and girl do when they get home?
- Instruct the student to turn the page.

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Name _____

Scoring Sheet—Speaking

Folder A

Part	Exceeds	Meets	Approaches	No Response
1				
2				
3				

Folder A

Part	Exceeds	Meets	Approaches	No Response
1				
2				
3				

Review the rubric with students to remind them of the proficiency levels and responsibility to elaborate on answers.

Exceeds	Exceeds expectations of language level
Meets	Meets expectations of language level
Approaches	Approaches expectations of language level
No Response	Unable to respond

6	5	4	3	2	1
<ul style="list-style-type: none"> Complex sentence structure Precise vocabulary Clear, fluent response with no errors 	<ul style="list-style-type: none"> Varied sentence structure with increasing complexity Complex vocabulary Complete, clear response with few, if any, errors 	<ul style="list-style-type: none"> Varied sentence structure showing emerging complexity Varied vocabulary Fairly clear, complete response with some errors that do not interfere with communication 	<ul style="list-style-type: none"> Simple sentences showing emerging complexity Simple vocabulary Weak but passable response; errors somewhat interfere with communication or cause confusion 	<ul style="list-style-type: none"> Phrases or short sentences Limited vocabulary Weak response with many errors that interfere with communication 	<ul style="list-style-type: none"> Single words Limited vocabulary or memorized language Limited response; does not address question

For individual state-approved ELL scoring rubrics, visit your state's department of education Web site.

Annotated teacher's edition with instructional support

Student book

Audio CD for listening units