FINISH LINE
FOR
ELLs 2.0
ENGLISH PROFICIENCY PRACTICE

Grade 4

Teacher's Edition

Audio

WIDA PRIME V2 Correlation!

Continental
inspire every learner
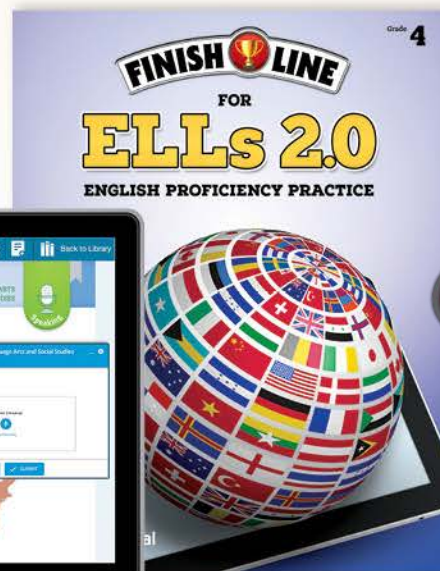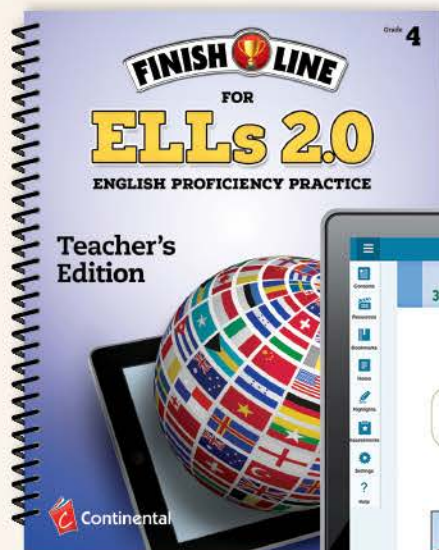
Grades 1–12

Contents

What does this program do?

Finish Line for ELLs 2.0 gives students practice for taking the ACCESS for ELLs® exam given by the WIDA Consortium. Lessons are designed to improve performance across the language domains and familiarize students with tested item types. Components include student books, annotated teacher's editions & audio, and interactive eBooks.
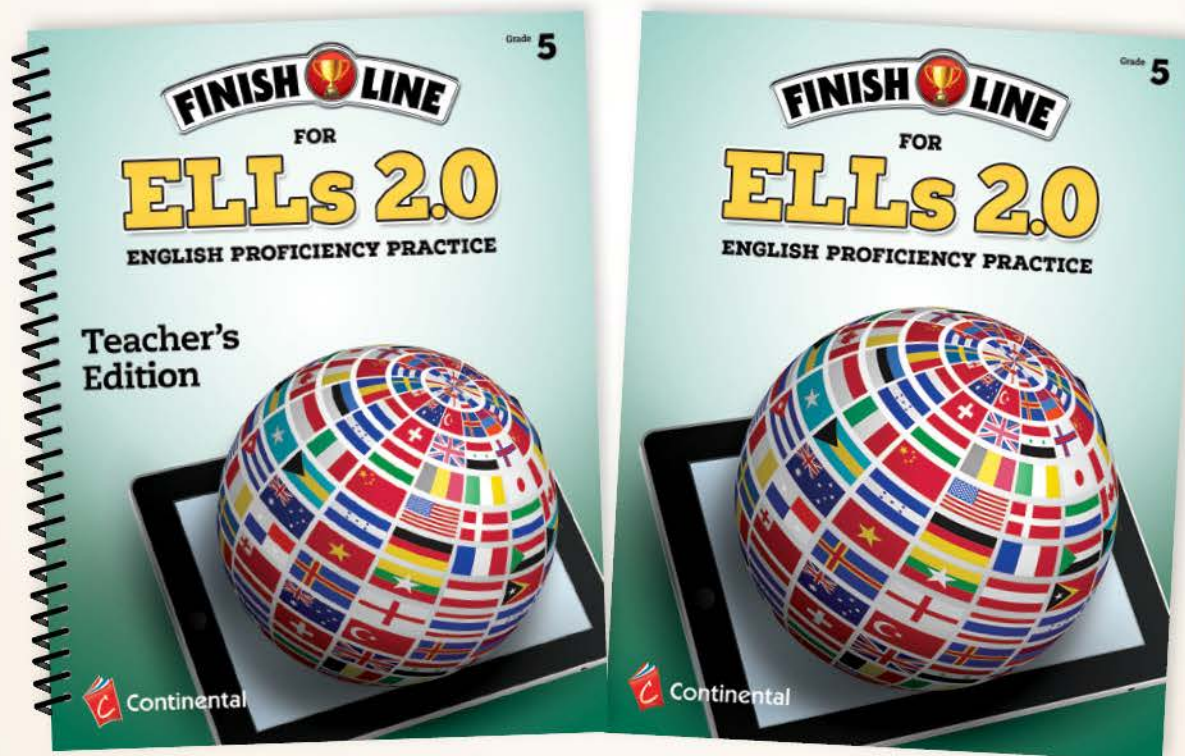
Audio

e**Books**
available

Grades 1–12

Written Explicitly for the ACCESS for ELLs®

- Books address **English language proficiency standards:** Academic Social Studies, Conversational Language, Academic Language Arts, Academic Science, and Academic Mathematics.

- Each unit focuses on a **language domain:** Listening, Reading, Writing, and Speaking.

- **Item types mimic those on the exam,** including multiple choice, short and extended writing tasks, and oral response.

- Each lesson has a **central theme** that ties to a content area in the classroom.

- Interactive eBooks provide an **authentic assessment experience.**

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Reviewed by WIDA PRIME V2 Trained Correlators

Visit our **website** to see the full WIDA PRIME V2 correlation.

Student Book

Student books are available in print and eBook formats.

Print

Continental understands that technology isn't readily available in every school and home. To address this challenge, we've developed books in a printed format to give all students the chance for practice anytime, anywhere.

Interactive eBooks

Interactive eBooks combine student book lessons with web-based features to give students authentic assessment practice and allow you to track student performance and progress.

- 24/7 web browser access
- Compatible on all devices (including iPad iOS 13+).

Model Lessons

Each unit begins with a model lesson. Teachers can work through it with students to show them what's expected.

- **Printed books:** Students answer in the book or one-on-one with a teacher, depending on question type.
- **Interactive eBooks:** Students answer directly in the eBook for all question types.

Unit 1: Listening

Students will listen to the designated information/passage and answer the constructed-response questions that follow. Items within each lesson grow progressively more difficult—from Intermediate, to Intermediate High, to Advanced—to promote skill proficiency.

- **Printed books:** Use the audio downloads or script from the teacher's edition. Students answer in the books.

- **Interactive eBooks:** Students listen to the built-in audio and submit their answers. Answers are automatically scored.
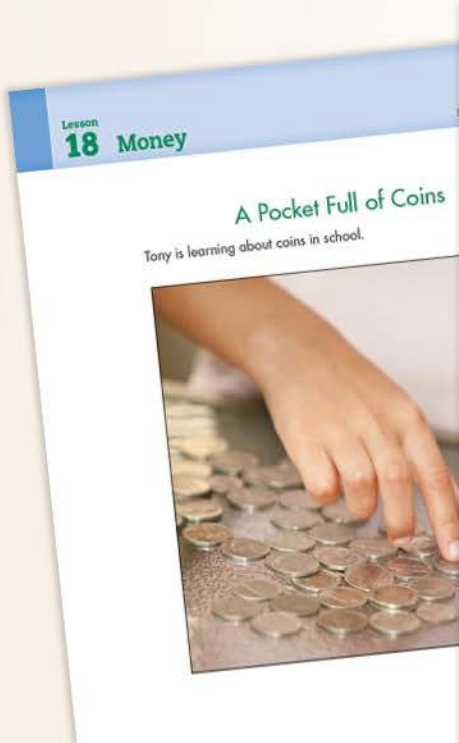
Unit 2: Reading

Grade-level passages are followed by constructed-response questions to test language proficiency and comprehension. Items within each lesson grow progressively more difficult to promote advancement.

- **Printed books:** Students answer in the books.

- **Interactive eBooks:** Students choose their answers. Answers are automatically scored.

Chunking the text like the ACCESS exam

Lesson **18** Money

A Pocket Full of Coins

Tony is learning about coins in school.

18 Money

ACADEMIC MATHEMATICS

Reading

Tony knows that a penny is worth one cent. A nickel is larger than a penny, and it's worth five cents. A dime is smaller than a penny or a nickel, and it's worth ten cents. A quarter is the largest of these coins. It's worth twenty-five cents.

COINS

Coin	Value
	1¢
	5¢
	10¢
	25¢

1. Which coin is a dime?

(A)   (B)   (C)

18 Money

ACADEMIC MATHEMATICS

Reading

Tony finds some coins while he is cleaning his room. He added the values of the coins. The coins he found are worth 40 cents altogether. Then he put the coins in his coin jar.

3. Which coins could Tony have found?

(A) Six nickels and one penny

(B) Five dimes and one quarter

(C) One quarter, one dime, and one nickel

(D) 20 pennies, one nickel, and three dimes

Grade 4, Counting, Lesson 6, Science

Which coins could Tony have found?

○ Six nickels and one penny

○ Five dimes and one quarter

○ One quarter, one dime, and one nickel

○ 20 pennies, one nickel, and three dimes

✓ SUBMIT

Unit 3: Writing

Students start each short or extended task by reading the information/passage and looking at the visual support related to the topic. They prepare their ideas by thinking about questions related to the prompt and plan their responses using an outline or graphic organizer. Finally, they create their writing using a checklist to guide them.

- **Printed books:** Students write their answers in the books.
- **Interactive eBooks:** Students type their answers in the books. Teachers use the built-in management tool to evaluate answers and assign scores.

Unit 4: Speaking

In each lesson, students listen to the information read to them, look at the related picture or graphic, and listen to a model student answer before responding to a question. This sequence then repeats for a second question.

- **Printed books:** Use the audio downloads or script from the teacher's edition.
- **Interactive eBooks:** Students access the recording tool to submit their answers. Teachers use the built-in management system to evaluate answers and assign scores.

Built-in recording like the ACCESS exam!

Management and Reporting

The built-in management and reporting tool for the student eBooks allows you to:

- Manage students and classes.
- Score speaking and writing items.
- View performance reports to identify areas of need and drive instruction.

Exclusive to the Student eBooks!

Continental

Dashboard › Performance Reports

Performance Reports

| May-11-2021 - May-11-2022 ▾ | Continental Grade 6 ⇕ | FL for ELLs 2.0 G6 SB ⇕ | Finish Line for ELLs 2.0 ⇕ |

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name ⇅	Average ⇅	ESL/ELD	Grade 6	Listening	Reading	Speaking	Writing
Sandy Renimir	65.48%	66.28%	- 70.61%	40.75%	77.78%	72.23%	91.67%
Cindy Lecetrar	66.67%	44.46%	- 70.29%	25.93%	77.78%	77.42%	100%
Tee Hodges	63.3%	23.16%	- 68.76%	27.78%	88.89%	75%	83.34%
Lizza Rodo	21.67%	21.67%	- 60.88%	29.63%	88.89%	50%	75%
Tim Yinnir	51.2%	17.07%	- 33.34%	11.12%	8.34%	47.23%	66.67%
Don Tolister	35.9%	11.97%	- 13.2%	22.23%	0%	30.56%	0%

First   Prev   **1**   Next   Last

Custom Test Creation

If you'd like to add custom tests to the eBook system, use the templates to build questions with your own content.

Annotated Teacher's Edition & Audio

Annotated teacher's editions are a helping hand for ESL and general classroom teachers. Each features teacher directions, instructional notes, and extension activities, among other great resources.

- **Printed books:** Audio downloads for listening and speaking activities are also included.

- **eBooks:** Access eBooks in the online management tool.

Use the audio downloads with printed books

Audio

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Annotated Teacher's Edition

Extension activities for all language levels

Listening and speaking scripts

4 State of Matter

ACADEMIC SCIENCE

Say: Look at number 1. Take a moment to look at the answer choices.

Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Ivan and Rosita.

Ivan says, "We are learning about different states of matter in school. There are three states of matter: solid, liquid, and gas. I think we can find all three states here at the beach. The water is wet, so it is a liquid. It is fun to splash in the water. I can feel the sand under my feet. Sand is a solid."

Rosita says, "Look at this sea shell. It is a solid, too. It is hard and does not change shape. We need to find an example of a gas. The wind is really blowing my hair. Oh, wait, air is a gas! That's all three of the states of matter!"

Which thing at the beach is a liquid?

Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will distinguish among examples of states of matter.

Connection: ELA, RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Extension Activity

1. Have students write the words solid and liquid on index cards. Show different items and have students hold up the appropriate index card. Give examples and non-examples of gases. Have students raise their hands if the examples are true. For example: Gas fills up a balloon./Milk is a gas. [I]

2. Use water in an electric kettle to demonstrate how water changes from a liquid to steam and back to liquid. Have students identify each state of matter during the process. [IH]

3. Conduct simple experiments and have students form hypotheses for the results. For example, put an ice cube tray full of water in the freezer. Ask students what will happen to the water. Leave an ice cube in a dish on a desk in a sunny area of the room and another in a sunny area. Ask students which will melt faster and why. [A]

26 United States Government

ACADEMIC SOCIAL STUDIES

Writing

Say: The Fifth Amendment says a person cannot be put on trial for a serious crime if there is not enough evidence for the trial.

The Sixth Amendment says that a person must receive a speedy and public trial by jury in the area where the crime was committed.

Standard	Language Level	Performance Objective
Academic Social Studies	Intermediate	Students will give examples of freedoms they have based on the Bill of Rights.
Academic Social Studies	Intermediate High	Students will evaluate the effect of the Bill of Rights on themselves and others.
Academic Social Studies	Advanced	Students will explain the importance of the Bill of Rights, both historically and currently.

Connection: ELA, W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Say: Think about these six amendments. Why do you think these amendments are important? Why do you think that the founders of America wrote them? Write a four-paragraph essay describing why they are important and how they help the people of the United States. Use details to support your writing.

Now turn the page.

33 Health and Safety

CONVERSATIONAL LANGUAGE

Speaking

Say: Now listen to the teacher ask Mia a question.

The teacher says, "Mia, how can you stay safe when playing on the playground?"

Now listen to how Mia answers the question.

Mia says, "I should be careful on the playground equipment. I should not push others. If I am running, I need to watch where I am going. I should not get in the way of people on the swings or on the slides."

Instruct the student to turn the page.

Standard	Language Level	Performance Objective
Conversational Language	Intermediate High	Students will describe ways to stay safe at school.
Conversational Language	Advanced	Students will explain the importance of safety drills.

Connection: ELA, SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Affordable Pricing

Student Books

Available as printed student books or one-year student licenses/interactive eBooks*

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Student Sets
1 printed student book and
1 FREE matching interactive eBook.**
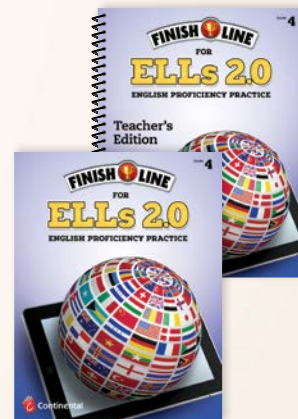Minimum 25 sets of the same grade. **$18.75**

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Grades 1–12