

# Table of Contents

About <i>Finish Line for ELLs 2.0: English Proficiency Practice</i> .....	7
---	---

## Unit 1 LISTENING 9

Model Lesson	<b>Earth Day Cleanup</b> .....	10
	ACADEMIC SCIENCE	
Lesson 1	<b>Class Assignments</b> .....	13
	CONVERSATIONAL LANGUAGE	
Lesson 2	<b>Science Fiction</b> .....	17
	ACADEMIC LANGUAGE ARTS	
Lesson 3	<b>Democracy</b> .....	21
	ACADEMIC SOCIAL STUDIES	
Lesson 4	<b>Scientific Tools</b> .....	25
	ACADEMIC SCIENCE	
Lesson 5	<b>The Number System</b> .....	29
	ACADEMIC MATHEMATICS	
Lesson 6	<b>Use of Information</b> .....	32
	CONVERSATIONAL LANGUAGE	
Lesson 7	<b>Human Interest</b> .....	35
	ACADEMIC LANGUAGE ARTS	
Lesson 8	<b>Forms of Government</b> .....	38
	ACADEMIC SOCIAL STUDIES	
Lesson 9	<b>Body Systems</b> .....	42
	ACADEMIC SCIENCE	
Lesson 10	<b>Geometric Relations</b> .....	45
	ACADEMIC MATHEMATICS	

## Unit 2 READING 49

Model Lesson	<b>The Recycling Center</b> .....	50
	ACADEMIC SCIENCE	
Lesson 11	<b>Character Development</b> .....	54
	CONVERSATIONAL LANGUAGE	
Lesson 12	<b>Editorials</b> .....	58
	ACADEMIC LANGUAGE ARTS	
Lesson 13	<b>America's Story</b> .....	62
	ACADEMIC SOCIAL STUDIES	
Lesson 14	<b>Inventions and Discoveries</b> .....	66
	ACADEMIC SCIENCE	
Lesson 15	<b>Operations</b> .....	70
	ACADEMIC MATHEMATICS	
Lesson 16	<b>Resources and Supplies</b> .....	74
	CONVERSATIONAL LANGUAGE	
Lesson 17	<b>Poetry</b> .....	78
	ACADEMIC LANGUAGE ARTS	
Lesson 18	<b>Cultural Perspectives</b> .....	82
	ACADEMIC SOCIAL STUDIES	
Lesson 19	<b>Force and Motion</b> .....	86
	ACADEMIC SCIENCE	
Lesson 20	<b>Geometric Relations</b> .....	90
	ACADEMIC MATHEMATICS	

## Unit 3 WRITING

94

Model Lesson	<b>Short Task: Limited Natural Resources</b> .....	95
	ACADEMIC SCIENCE	
Model Lesson	<b>Extended Task: Reducing the Use of Fossil Fuels</b> .....	97
	ACADEMIC SCIENCE	
Lesson 21	<b>Character Development</b> .....	101
	CONVERSATIONAL LANGUAGE	
Lesson 22	<b>Geometry</b> .....	103
	ACADEMIC MATHEMATICS	
Lesson 23	<b>Natural Disasters</b> .....	105
	CONVERSATIONAL LANGUAGE AND ACADEMIC SCIENCE	
Lesson 24	<b>Water</b> .....	109
	ACADEMIC SCIENCE	
Lesson 25	<b>Application Letters</b> .....	111
	CONVERSATIONAL LANGUAGE	
Lesson 26	<b>Personal Narratives</b> .....	113
	ACADEMIC LANGUAGE ARTS	
Lesson 27	<b>Exploration</b> .....	117
	ACADEMIC SOCIAL STUDIES	
Lesson 28	<b>Measurement</b> .....	119
	ACADEMIC MATHEMATICS	
Lesson 29	<b>Populations</b> .....	121
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	

**Unit 4 SPEAKING** 125

<b>Model Lesson</b>	<b>Reuse It!</b> .....	<b>126</b>
	ACADEMIC SCIENCE	
<b>Lesson 30</b>	<b>Character Development</b> .....	<b>132</b>
	CONVERSATIONAL LANGUAGE	
<b>Lesson 31</b>	<b>Structure of Organisms</b> .....	<b>138</b>
	ACADEMIC MATHEMATICS AND SCIENCE	
<b>Lesson 32</b>	<b>Freedom and Democracy</b> .....	<b>144</b>
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	
<b>Lesson 33</b>	<b>School Life</b> .....	<b>150</b>
	CONVERSATIONAL LANGUAGE	
<b>Lesson 34</b>	<b>Interpreting Data</b> .....	<b>156</b>
	ACADEMIC MATHEMATICS AND SCIENCE	
<b>Lesson 35</b>	<b>Fact and Opinion</b> .....	<b>162</b>
	ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES	



3.



- (A) There is not much wind.
- (B) The instrument is broken.
- (C) A big storm is coming.



# 5 The Number System



2. (A) Count the number of places the decimal point was moved.  
(B) Move the decimal point to make a number between 1 and 10.  
(C) Write the number as a multiplication expression with a power of 10.



3. 0.0023

- (A)  $2.3 \times 10^{-3}$   
(B)  $23 \times 10^{-3}$   
(C)  $2.3 \times 10^3$





## Christopher Crump

by Leroy F. Jackson

Christopher Crump,  
All in a lump,  
Sits like a toad on the top of a stump.  
He stretches and sighs,  
And blinks with his eyes,  
Bats at the beetles and fights off the flies.



1. Alliteration is the repetition of a vowel or consonant sound at the beginning of words. Which line from the poem does not use alliteration?
- (A) Christopher Crump,
  - (B) Sits like a toad on the top of a stump.
  - (C) And blinks with his eyes,
  - (D) Bats at the beetles and fights off the flies.



Narrative writing tells a story with a clear beginning, middle, and end. A personal narrative is based on events that happened to the writer over a short period of time. It is written in the first person, using the pronouns *I* and *me*. Here is one student's narrative.

## The Thanksgiving Play

The night of the performance arrived. All our parents, grandparents, and brothers and sisters were seated in the school auditorium. They were there to watch the kindergartners' Thanksgiving play.

The kindergartners eagerly pranced out on stage dressed as Pilgrims and Native Americans. We sang two songs while we pretended to feast, and we did a little dance. Everything went fine until we got to the last part of the play, when each student had to step forward and say one thing he or she was grateful for.

One by one, five children stepped to the front of the stage and told what they were grateful for—their food, their school, their teacher, their parents or grandparents. And now it was my turn. I stepped forward, looked out at the audience, and froze up completely! The word just wouldn't come to me. Everything and everyone was completely silent. I felt my face turn red, my heart pound, and the first tear dampen my eye. Then, from behind me, Jill whispered the words, "I am grateful for my home."







As soon as I heard these words, I blurted out, probably a little too loudly, "I am grateful for my home!" When the play was over, my mom gave me a big hug and told me what a sensational job I did. For quite a long time afterward, I believed it.

Think about a memory you have of an experience from your childhood. Where did it take place? Who was there? What happened first, next, and last? What did the people involved say? What feelings did you have about the event? Write a four-paragraph personal narrative telling about something that happened to you as a child. Use details to support your writing.

## Plan Your Writing

Think about these questions to help you get ideas for your narrative.

- What experience will you tell a story about?
- Where and when did it take place? Who was there?
- How did the event begin? What happened next? How did it end?
- What interesting details can you describe to make the event vivid?
- What dialogue can you relate between the characters?
- What feelings did you have about the memory?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

# 26 Personal Narratives



Write a four-paragraph personal narrative telling about something that happened to you as a child. Use details to support your writing.

Lined writing area with a large, faint watermark reading "SAMPLE" diagonally across the page.



Handwriting practice lines consisting of ten horizontal lines. A large, faint watermark of the word "WRITING" is oriented diagonally across the page.

## Check Your Writing

### Ask yourself:

- Did I write about a personal experience?
- Did I include a beginning, a middle, and an end?
- Did I tell when and where the event happened?
- Did I organize my narrative in at least four paragraphs?
- Did I include vivid details to support my writing?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?



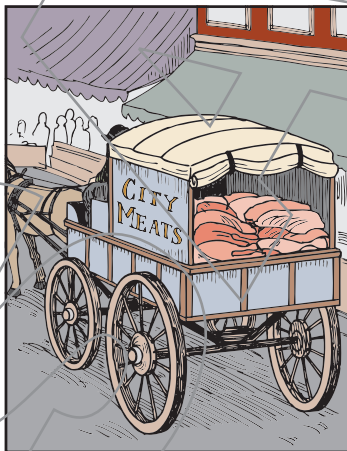


## Food Safety



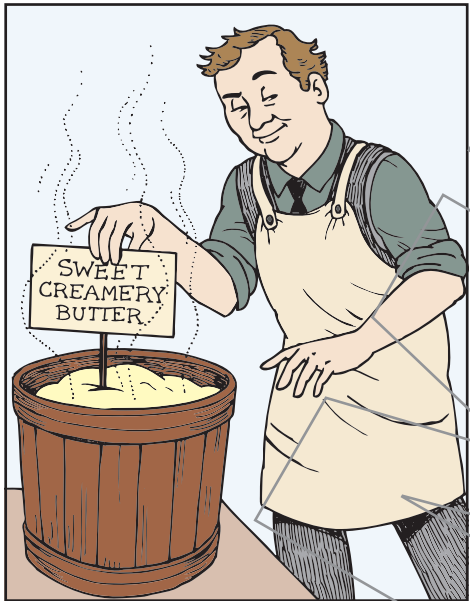
In 1881, few laws regulated how food was produced or sold. Often, food was sold in open-air markets where flies could feast on them. Bread dough might be mixed with ashes or sawdust to stretch the loaves and make more money. People often got sick from eating spoiled or adulterated food.

Dairy products were a special problem. Cows fed garbage produced milk that looked and smelled bad. Sometimes farmers added ground-up chalk to the milk to make it look better. Sellers sometimes watered milk down. Butter might be spoiled or it might not be the real thing. It might instead be a mixture of ingredients such as hog fat, gelatin, and mashed potatoes. Bleach was put into the mixture to make it look like butter. Some workers who made the fake butter said the mixture made their hands sore and their fingernails fall off.





Mia, do you think dairy products in the 1880s were safe to eat?  
Why or why not?



...



Now it is your turn. How do you feel about the way food was produced and sold in the 1880s? Why?

