## **Table of Contents**

About <i>Finish Line TELPAS</i>	5
Audio Download Instructions	6

# Unit 1 Listening and Speaking

Lesson 1	Object Identification, I	
Lesson 2	Talk About It	I
Lesson 3	How to Do It	)
Lesson 4	Compare and Contrast	)
Lesson 5	What's Happening? 24	ı
Lesson 6	Listen and Understand: Nonfiction 28	
Lesson 7	Look Closely 40	)
Lesson 8	What Are They Doing? 44	ı
Lesson 9	Describe What You See 48	
Lesson 10	Listen and Understand: Storytime 52	
Lesson 11	How Do I Get There? 64	ı
Lesson 12	Opinions 68	
Lesson 13	Predictions 72	
Lesson 14	Object Identification, II	)
Lesson 15	Sequence 80	)



### Unit 2 Reading

Lesson 16	Word Identification	86
Lesson 17	Cloze Sentences, I	88
Lesson 18	Picture Description	92
Lesson 19	Cloze Sentences, II	96
Lesson 20	Reading Nonfiction	100

#### 85

7

Lesson 21	Reading Fiction	106
Lesson 22	More Nonfiction	. 112
Lesson 23	More Fiction	. 118

# 125

Unit 3 Wri	ting	125
Lesson 24	Tell Me About It	126
Lesson 25	Academic Writing	130
Lesson 26	Guess What Happened to Me?	135
Lesson 27	Tell Me How You Do That	139
Lesson 28	Writing About Literature	144
Lesson 29	Journal Writing	149

## Appendix

### 153

Parent Letter	155
Classroom Learning Activities to Support Listening Skills	157
Classroom Learning Activities to Support Speaking Skills	158
Classroom Learning Activities to Support Reading Skills	159
Classroom Learning Activities to Support Writing Skills	160
Answer Sheets with Rubrics	161
Comprehensive Scoring Form	168
ELPS Student Expectations and	
Proficiency Level Descriptors, Listening	169
ELPS Student Expectations and	
Proficiency Level Descriptors, Speaking	. 171
ELPS Student Expectations and	
Proficiency Level Descriptors, Reading	173
ELPS Student Expectations and	
Proficiency Level Descriptors, Writing	175
Connecting Assessment to Instruction	178

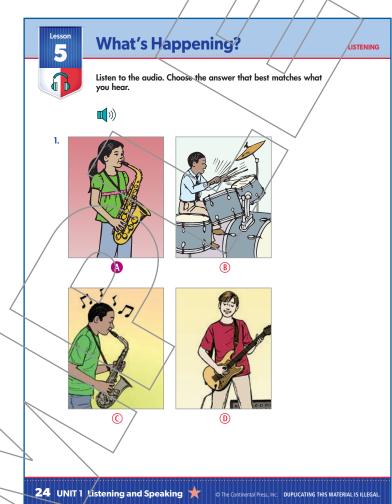
Say: Turn to page 24. We are going to do a Listening lesson. It is important for you to listen carefully as I read the questions. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can. Do you have any questions before we begin?

Answer any questions. Make sure that each student has a pencil and that each student is on page 24.

- Say: Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.
- Camila plays the saxophone. It is a woodwind instrument. Camila plays it by blowing air through a mouthpiece.

Pause for students to mark an answer.

Instruct students to turn the page.



Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Listening	Beginning Intermediate	2—Demonstrate a basic understanding of spoken English used in a variety of contexts
spoker to que:	n English by fol	lowing directions, rests, collaborating	rate listening comprehension of increasingly complex etelling or summarizing spoken messages, responding with peers, and taking notes commensurate with
Description: Students will select from one of four prompts or images as answer choices; Conversational Language			

┫

Say: Look at the pictures. Listen to the question. Choose the answer that best 5 What's Happening? matches what you hear. Listen to the audio. Choose the answer that best matches what you hear. **■** The artist is creating a peaceful under-**(**) water scene on a wall in a room. The artist is painting white fish on a solid blue background. Pause for students to mark an answer. Instruct students to turn the page. (B  $(\mathbf{C})$ 🛨 UNIT 1 Listening and Speaking 25 nental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Targeted Language Domain **Proficiency Level Reporting Category** Item 2 Beginning Listening 2—Demonstrate a basic understanding of spoken English used in a variety of contexts Intermediate ELPS Student Expectation: 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs Description: Students will select from one of four prompts or images as answer choices; Conversational Language



**Student Book PAGE 26** 

LISTENING

ß

Say: Look at the pictures. Listen to the question. Choose the answer that best What's Happening? 5 matches what you hear. Listen to the audio. Choose the answer that best matches who vou hear. **■** Gardeners often plant flowers, fruits, **(**) and vegetables in unusual containers. A gardener painted tires different 3. colors, and then planted flowers in the center of each tire. Pause for students to mark an answer. Instruct students to turn the page. A **(D)** 26 UNIT 1 Listening and Speaking ★ © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Targeted Language **Reporting Category** Item Domain **Proficiency Level** 3 Listening Beginning 2—Demonstrate a basic understanding of spoken Intermediate English used in a variety of contexts ELPS Student Expectation: 2(I) Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs Description: Students will select from one of four prompts or images as answer choices;

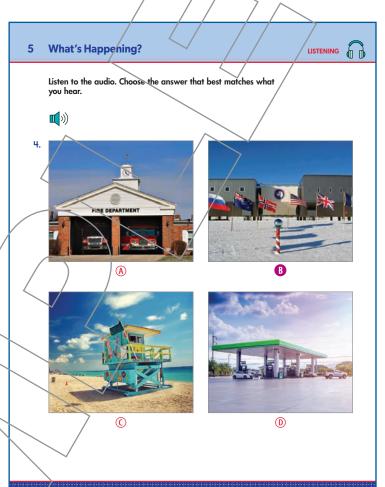
Conversational Language

- Say: Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.
- The United States government has a scientific research station on the continent of Antarctica. The climate at the South Pole is freezing cold and dry. This climate is called a polar desert.

Pause for students to mark an answer.

#### **EXTENSION ACTIVITY**

- Have students write the words Math, Science, and Social Studies on three index cards. Give ideas for school assignments in all three areas. After each idea, have students hold up the index card that contains the correct assignment category and complete the sentence starter This is a \_\_\_\_ assignment.
- 2 Give students a series of classroom assignments. Use sequence words to describe the activities. For example, First, read a story in your reading book; second, finish five math problems; and last, study your spelling words. Then ask questions such as: What should you do second? Have students answer the questions in complete sentences.
- 3. Have students work in small groups to make lists of possible social studies, math, and science projects. Have them choose one project and make a poster showing all of the steps involved in completing the project. Have each group show their poster to the class.



he Confinental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. 🔶 UNIT 1 Listening and Speaking 27

Item	Language Domain	Targeted Proficiency Level	Reporting Category		
4	Listening	Beginning Intermediate	2—Demonstrate a basic understanding of spoken English used in a variety of contexts		
ELPS Student Expectation: 2(I) Demonstrate listening					

comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs

**Description:** Students will select from one of four prompts or images as answer choices; Conversational Language



Lesson

### **9** Describe What You See

DUPLICATING THIS MATERIAL IS ILLEGAL

- Say: Turn to page 48. We are going to do a Speaking lesson. You will answer 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. Do you have any questions before we begin?
- Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.
- **TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

<page-header><section-header>

Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.

48 UNIT 1 Listening and Speaking ★

Instruct the	student to	turn the	e page.
		/	

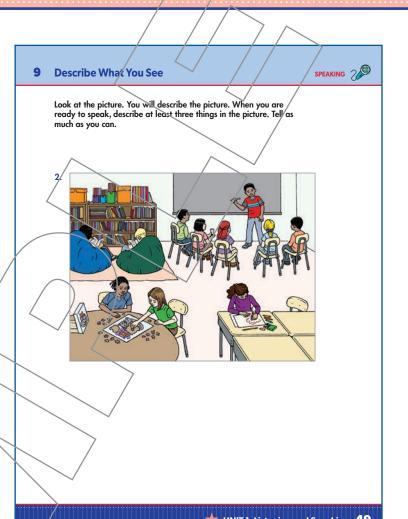
ltem	Language Domain	Targeted Proficiency Level	Reporting Category
1	Speaking	All	1—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
	tudent Expect as more Englisi		describe, and explain with increasing specificity and
		s will describe a pic picture; Conversat	/ ture including a minimum of three pieces of ional Language

#### **9** Describe What You See

- Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.
- **TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.

Instruct the student to turn the page.



DUPLICATING THIS MATERIAL IS ILLEGAL.		Listening	and Speaking	

ltem	Language Domain	Targeted Proficiency Level	Reporting Category
2	Speaking	All	—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
	tudent Expect as more English		describe, and explain with increasing specificity and
		s will describe a pic picture; Conversat	ture including a minimum of three pieces of ional Language

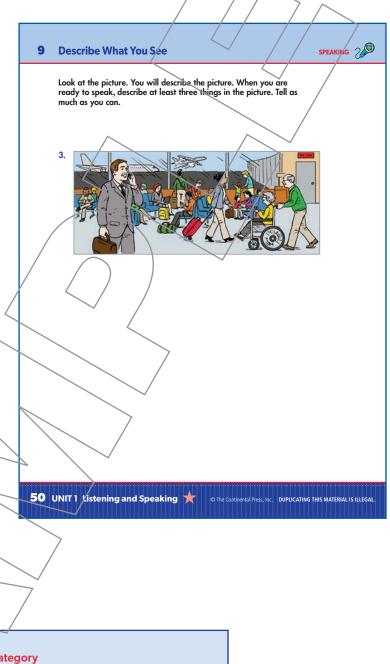
### **9** Describe What You See

Student Book
PAGE 50

- Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.
- **TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.

Instruct the student to turn the page.



ltem	Language Domain	Targeted Proficiency Level	Reporting Category		
3	Speaking	All	1—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations		
	tuclent Expect is more English		describe, and explain with increasing specificity and		
	ription: Students will describe a picture including a minimum of three pieces of mation about the picture; Conversational Language				

#### **9** Describe What You See

#### Student Book PAGE 51

- Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.
- **TIP:** Nod and smile encouragingly as the student speaks. If the student seems to be struggling, you may wish to ask additional leading questions to direct his or her thinking. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to help him or her.

Pause while the student answers the question. Evaluate the student's answer using the 2-point speaking rubric on page 163 and the speaking PLDs on page 172.

### **EXTENSION ACTIVITY**

#### **Speaking Corner**

- Create a Speaking Corner at a learning center in your classroom. Set aside an area with two comfortable chairs, beanbags, or a small sofa. Include a recorder and books with photographs and illustrations of interest to your students.
- 2. Introduce the Speaking Corner as a place for quiet conversations in English. Assign students, in pairs, to visit the Speaking Corner on a regular basis. Encourage students to speak into the recorder every month. These recordings can be a valuable measure of progress.

<section-header><section-header><section-header><section-header><text><text>

Item	Language Domain	Targeted Proficiency Level	Reporting Category
4	Speaking	All	1—Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations

**ELPS Student Expectation:** 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired

**Description:** Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language