

Table of Contents

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



Unit 1 Listening and Speaking 7

Lesson 1 Object Identification, I	8
Lesson 2 Talk About It	12
Lesson 3 How to Do It	16
Lesson 4 Compare and Contrast	20
Lesson 5 What's Happening?	24
Lesson 6 Listen and Understand: Nonfiction	28
Lesson 7 Look Closely	40
Lesson 8 What Are They Doing?	44
Lesson 9 Describe What You See	48
Lesson 10 Listen and Understand: Storytime	52
Lesson 11 How Do I Get There?	64
Lesson 12 Opinions	68
Lesson 13 Predictions	72
Lesson 14 Object Identification, II	76
Lesson 15 Sequence	80



Unit 2 Reading 85

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

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



Unit 3 Writing 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.

Lesson
5

What's Happening?

LISTENING

Listen to the audio. Choose the answer that best matches what you hear.

1.

A

B

C

D

24 UNIT 1 Listening and Speaking
© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

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
<p>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</p>			
<p>Description: Students will select from one of four prompts or images as answer choices; Conversational Language</p>			

5 What's Happening?



Say: Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.

The artist is creating a peaceful underwater 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.


5 What's Happening? LISTENING

Listen to the audio. Choose the answer that best matches what you hear.


2.




(A)



(B)



(C)



(D)

© The Continental Press, Inc. Duplicating this material is illegal. ★ UNIT 1 Listening and Speaking 25

Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Listening	Beginning Intermediate	2—Demonstrate a basic understanding of spoken English used in a variety of contexts
<p>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</p>			
<p>Description: Students will select from one of four prompts or images as answer choices; Conversational Language</p>			

5 What's Happening?

Say: Look at the pictures. Listen to the question. Choose the answer that best matches what you hear.

))) Gardeners often plant flowers, fruits, and vegetables in unusual containers. A gardener painted tires different colors, and then planted flowers in the center of each tire.



Pause for students to mark an answer.

Instruct students to turn the page.



5 What's Happening?
LISTENING

Listen to the audio. Choose the answer that best matches what you hear.

)))

3.  

A B

C D

26 UNIT 1 Listening and Speaking
© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Item	Language Domain	Targeted Proficiency Level	Reporting Category
3	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			

5 What's Happening?



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



1. 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.

5 What's Happening? LISTENING

Listen to the audio. Choose the answer that best matches what you hear.

4.  

(A) (B)

(C) (D)

© The Continental 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
<p>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</p>			
<p>Description: Students will select from one of four prompts or images as answer choices; Conversational Language</p>			

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.

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.

Lesson
9




Describe What You See

SPEAKING

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.


1.



48 UNIT 1 **Listening and Speaking** ★

© The Continental Press, Inc. **DUPLICATING THIS MATERIAL IS ILLEGAL.**


Item	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
<p>ELPS Student Expectation: 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>			
<p>Description: Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language</p>			

 **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.

9 Describe What You See SPEAKING 

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.

2



© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. ★ UNIT 1 Listening and Speaking 49

Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	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			

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.


9 Describe What You See SPEAKING

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.

3. 


50 UNIT 1 Listening and Speaking © The Continental Press, Inc. Duplicating this material is illegal.

Item	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
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			


 **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.

9 Describe What You See SPEAKING 

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.



© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. ★ UNIT 1 Listening and Speaking 51

EXTENSION ACTIVITY

Speaking Corner

1. 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.

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
<p>ELPS Student Expectation: 3(H) Narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> <p>Description: Students will describe a picture including a minimum of three pieces of information about the picture; Conversational Language</p>			