

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 20. 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 two pictures and read the directions below. When you are ready to speak, tell as much as you can.


- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

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 4-point speaking rubric on page 164 and the speaking PLDs on page 172.

Instruct the student to turn the page.

Lesson
4




Compare and Contrast

SPEAKING


Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.


1.



1



2

20 UNIT 1 Listening and Speaking 

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Speaking	All	2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations
<p>ELPS Student Expectation: 3(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>			
<p>Description: Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language</p>			

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- **First, describe at least two ways these pictures are similar.**
- **Next, describe at least two ways these pictures are different.**

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 4-point speaking rubric on page 164 and the speaking PLDs on page 172.


Instruct the student to turn the page.

4 Compare and Contrast SPEAKING


Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

2.



1



2

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Speaking	All	2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations
<p>ELPS Student Expectation: 3(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p> <p>Description: Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language</p>			

4 Compare and Contrast

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- **First, describe at least two ways these pictures are similar.**
- **Next, describe at least two ways these pictures are different.**

***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 4-point speaking rubric on page 164 and the speaking PLDs on page 172.


Instruct the student to turn the page.

4 Compare and Contrast SPEAKING


Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

3.



1




2

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
3, 4	Speaking	All	2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations
<p>ELPS Student Expectation: 3(J) Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>			
<p>Description: Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language</p>			


4 Compare and Contrast

 Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

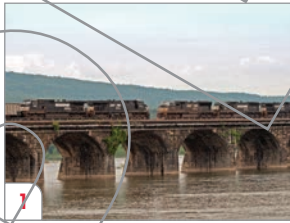

Pause while the student answers the question. Evaluate the student's answer using the 4-point speaking rubric on page 164 and the speaking PLDs on page 172.

4 Compare and Contrast

SPEAKING 

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First, describe at least two ways these pictures are similar.
- Next, describe at least two ways these pictures are different.

4.  

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EXTENSION ACTIVITY

1. Guide a discussion of different kinds of schedules. (Schools have yearly calendars and hourly bell schedules; students and teachers have daily class schedules; sports teams have practice and game schedules. Groups such as Student Council have meeting schedules.)
2. Create a four-column chart on the board with the title *Schedules*. Write these column headings: *Daily, Weekly, Monthly, Yearly*. Have students work in small groups to complete the chart with activities that might be written in each type of schedule. (*Daily: bell schedule at school, errand/task schedule at home, appointments at an office. Weekly: homework and class work at school, tests, cafeteria menus, chore assignments at home, special events. Monthly: sports practice, special events, holidays, tests. Yearly: school days and vacation days, grading periods, sports seasons.*)
3. Have students share their lists with the class.
4. Encourage students to keep a monthly or yearly planner in which they write assignments and special events.



Say: Turn to page 44. 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 44.

Say: Listen to the sentences. Draw a line from Box 1 to the picture that best matches what you hear.

The opossum is about the size of a cat. Like a cat, the opossum can climb backyard fences. The opossum has a white face.

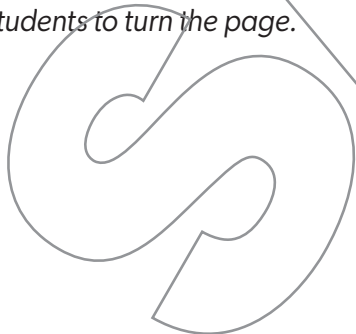
Pause for students to mark an answer.

Say: Listen to the sentences. Draw a line from Box 2 to the picture that best matches what you hear.

The skunk has a black face with a white stripe. It has a bushy back tail with a streak of white. It has long nails that make it difficult to climb trees and fences.

Pause for students to mark an answer.

Instruct students to turn the page.



Lesson
8

What Are They Doing?

LISTENING

Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

1.

1

2

44 UNIT 1 Listening and Speaking ★

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
1	Listening	Beginning Intermediate	2—Demonstrate 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 listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language</p>			

8 What Are They Doing?



Say: Listen to the sentences. Draw a line from Box 1 to the picture that best matches what you hear.

The staff members are sitting at a table in the office. They are listening as their coworker shares ideas in a morning meeting.

Pause for students to mark an answer.

Say: Listen to the sentences. Draw a line from Box 2 to the picture that best matches what you hear.

Businessmen and women are gathered in a large meeting room. They listen as the speaker makes a presentation from the stage at the front of the room.

Pause for students to mark an answer.

Instruct students to turn the page.

8 What Are They Doing? LISTENING

Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

2.

1


2

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Item	Language Domain	Targeted Proficiency Level	Reporting Category
2	Listening	Beginning Intermediate	2—Demonstrate 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 listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image’s corresponding prompt; Conversational Language</p>			


8 What Are They Doing?

Say: Listen to the sentences. Draw a line from Box 1 to the picture that best matches what you hear.

 Herbs have been planted in different types of pots and placed on a sunny kitchen windowsill. The fresh herbs will be snipped off to use in salads, sauces, and other foods.


Pause for students to mark an answer.

Say: Listen to the sentences. Draw a line from Box 2 to the picture that best matches what you hear.

 Cherry tomato plants have been placed on a sunny windowsill. The plants have lots of red tomatoes that can be picked and used in salads or sauces.


Pause for students to mark an answer.

Instruct students to turn the page.


8 What Are They Doing? LISTENING 

Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

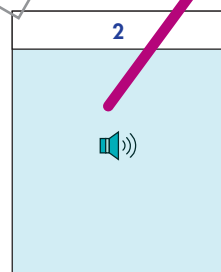
3.



1



2




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Item	Language Domain	Targeted Proficiency Level	Reporting Category
3, 4	Listening	Beginning Intermediate	2—Demonstrate 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 listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language</p>			

8 What Are They Doing?




Say: Listen to the sentences. Draw a line from Box 1 to the picture that best matches what you hear.


 Some family members sit at a table outdoors near the water. Other family members are cooking food on a barbecue grill.

Pause for students to mark an answer.


Say: Listen to the sentences. Draw a line from Box 2 to the picture that best matches what you hear.


 People are eating their food at outdoor tables near the water. They purchased their food from a food truck parked nearby.


Pause for students to mark an answer.

8 What Are They Doing? LISTENING 

Listen to the audio. Draw a line from the box to the picture that best matches what you hear.

4. 

1 

2 

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EXTENSION ACTIVITY

1. Write each of the following settings on a separate scrap of paper: the school cafeteria, the library, an art class, a math class, a park, a mall, the gym. Fold the papers and put them in a box. Write *who*, *what*, *where*, *when*, and *how many* or *how much* on separate scraps of paper. Fold the papers and put them in another box.
2. Put students into small groups. Have each group pick a setting from one box and a question word from the other box.
3. Tell groups to invent a character with a name for the setting they have drawn. Have groups write a question using the question word and a short monologue that gives the answer.
4. Invite each group to describe their scene, read their question, and read their character's monologues. Challenge the other groups to listen and answer the question.