Table of Contents

About *Finish Line TELPAS* 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

Lesson
4 Compare and Contrast

Student Book
PAGE 20

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?

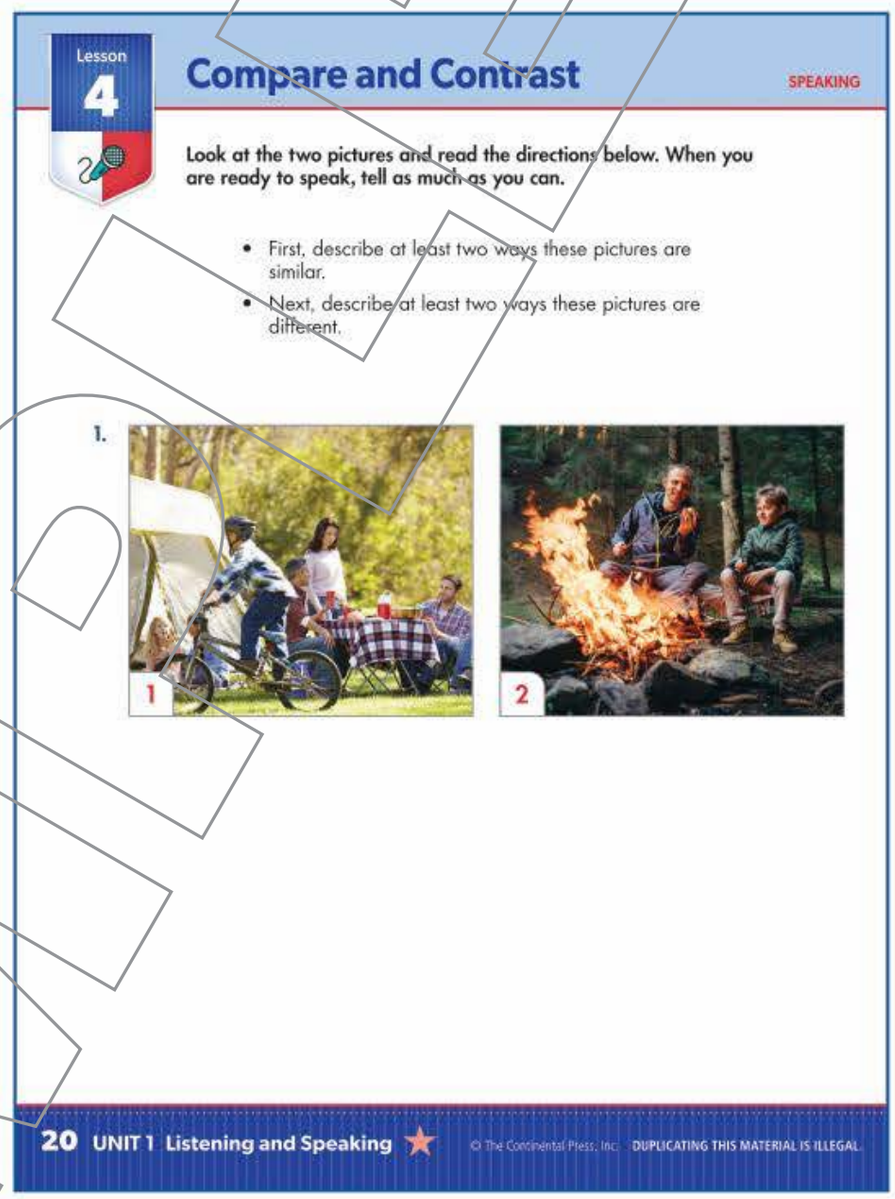
Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

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

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

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

Description: Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language

SAMPLE

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

4 Compare and Contrast

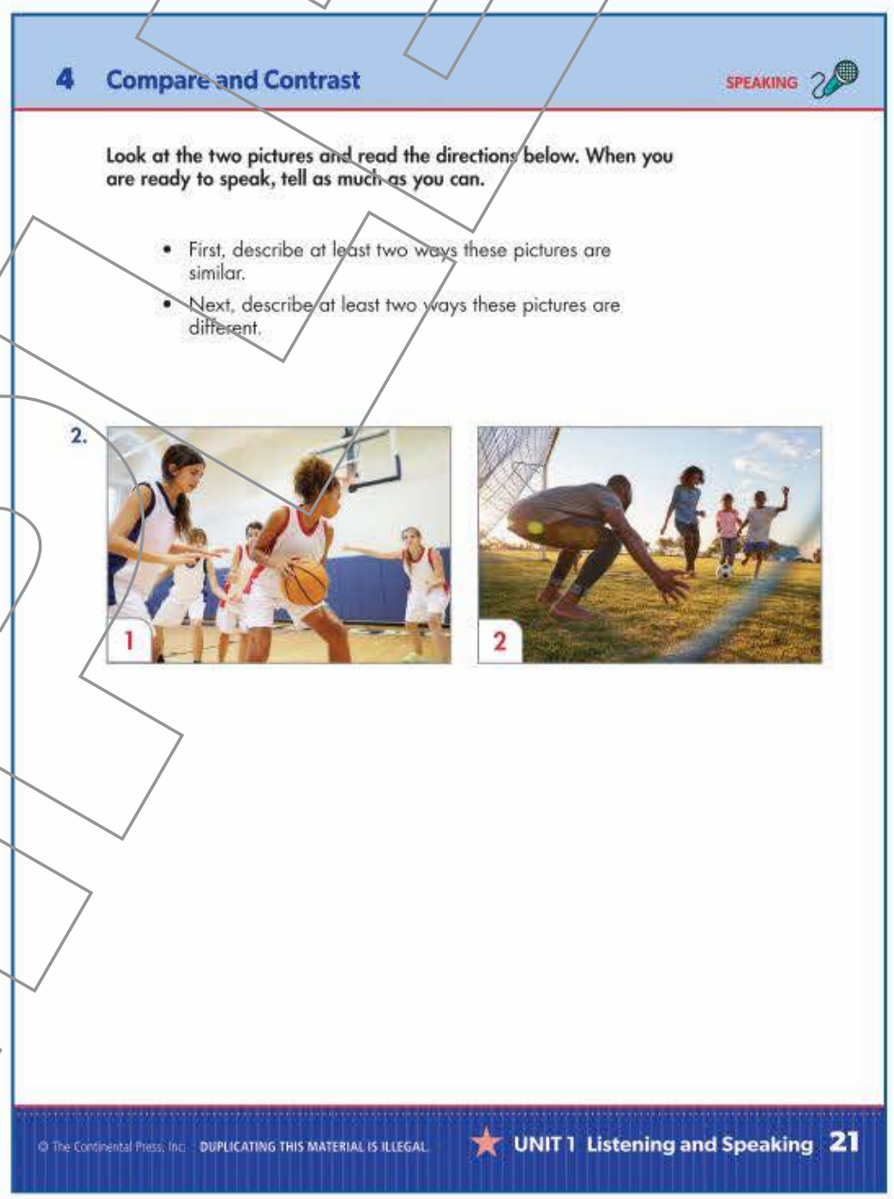
Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- **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.

2.

1 2

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. UNIT 1 Listening and Speaking 21

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
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			
Description: Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language			

SAMPLE

4 Compare and Contrast

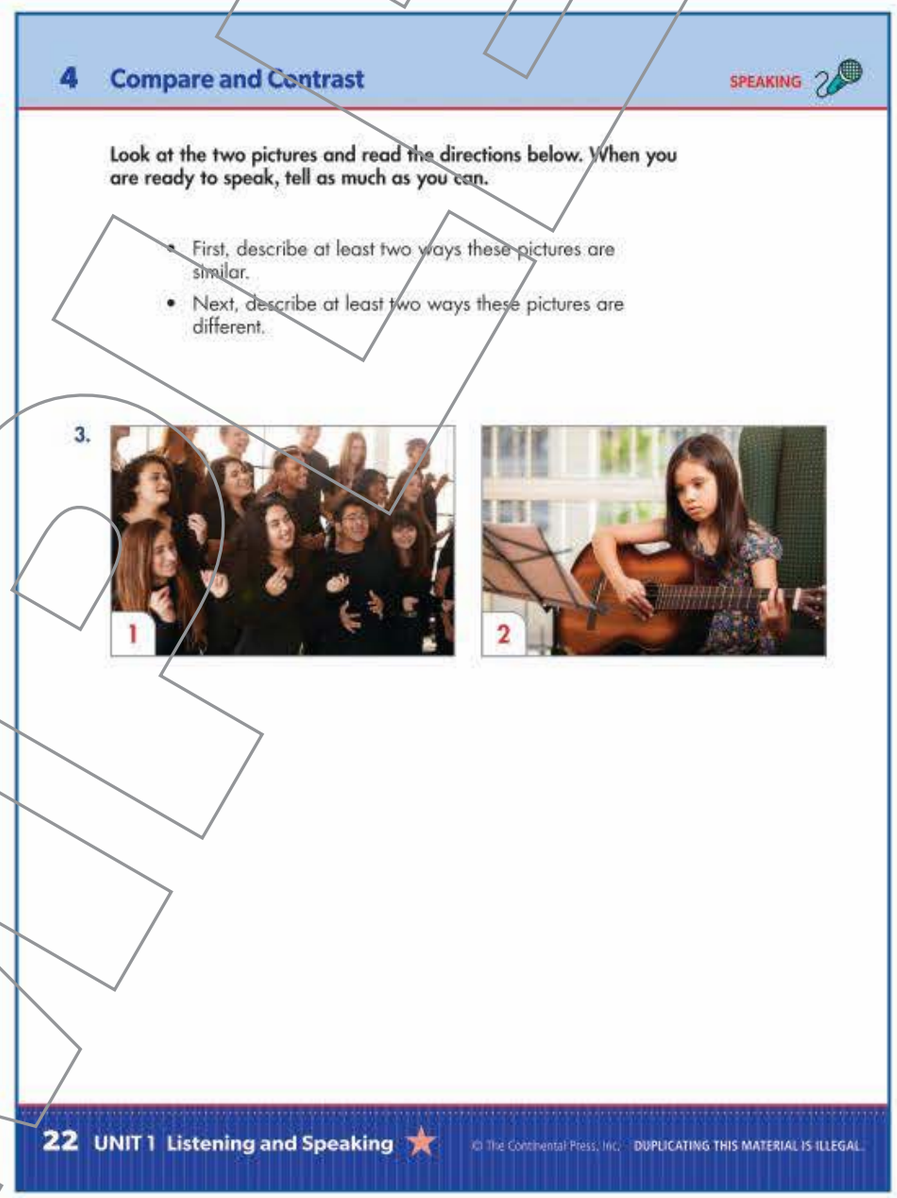
Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- **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.

22 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	**2—Demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations**
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			
Description: Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language			

SAMPLE

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

4 Compare and Contrast

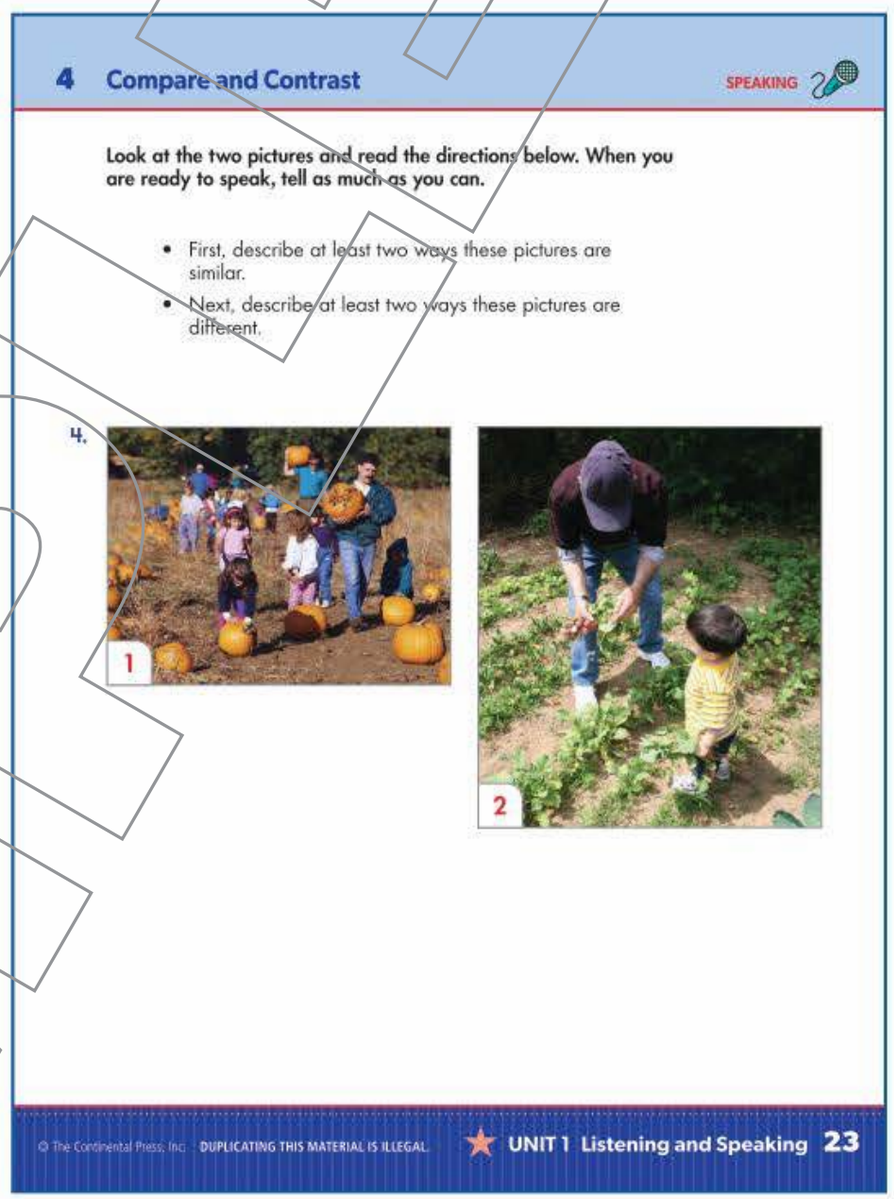
Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- **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.

EXTENSION ACTIVITY

1. Provide students with a calendar for next month. Guide students in a discussion of special events scheduled for that month including major tests, due dates for reports, assemblies, concerts, field trips, and athletic games.
2. Have students work with a partner. Assign each pair to one week. Read the schedule of events for each week and have the pair assigned to that week take notes.
3. Have each pair present the weekly schedule as they recorded it in their notes. Encourage students to use sequence words and clock times to clarify the schedule. Correct any confusion about what is scheduled and when.
4. Have the pair that has just presented ask their listeners questions about what will happen. For example, they might ask, "When is the dance scheduled—what day, what time, and what place?"


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.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. UNIT 1 Listening and Speaking 23

Item	Language Domain	Targeted Proficiency Level	Reporting Category
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

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

Description: Student will compare and contrast two images. Student will include a minimum of two similarities and two differences between the images; Conversational Language

DRAFT

Lesson
8 What Are They Doing?

Student Book
PAGE 44

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 sentence. Draw a line from Box 1 to the picture that best matches what you hear.**

The children and their mother are getting exercise by biking along the path through the forest.

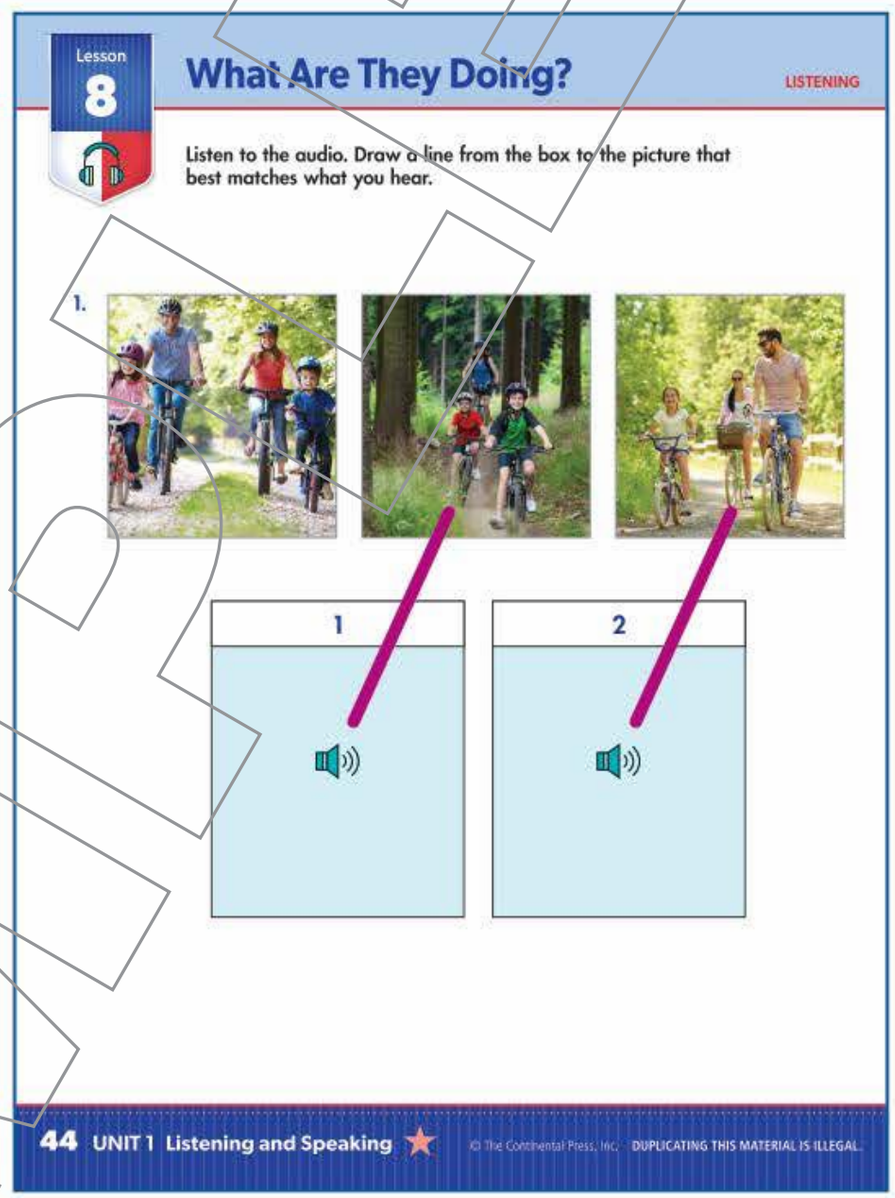
Pause for students to mark an answer.

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

The parents and their child are enjoying a bike ride through the park on a sunny day.

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

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

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 listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language

SAMPLE

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

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 porcupine is an herbivore. It eats green plants, leaves, buds, seeds, and nuts.

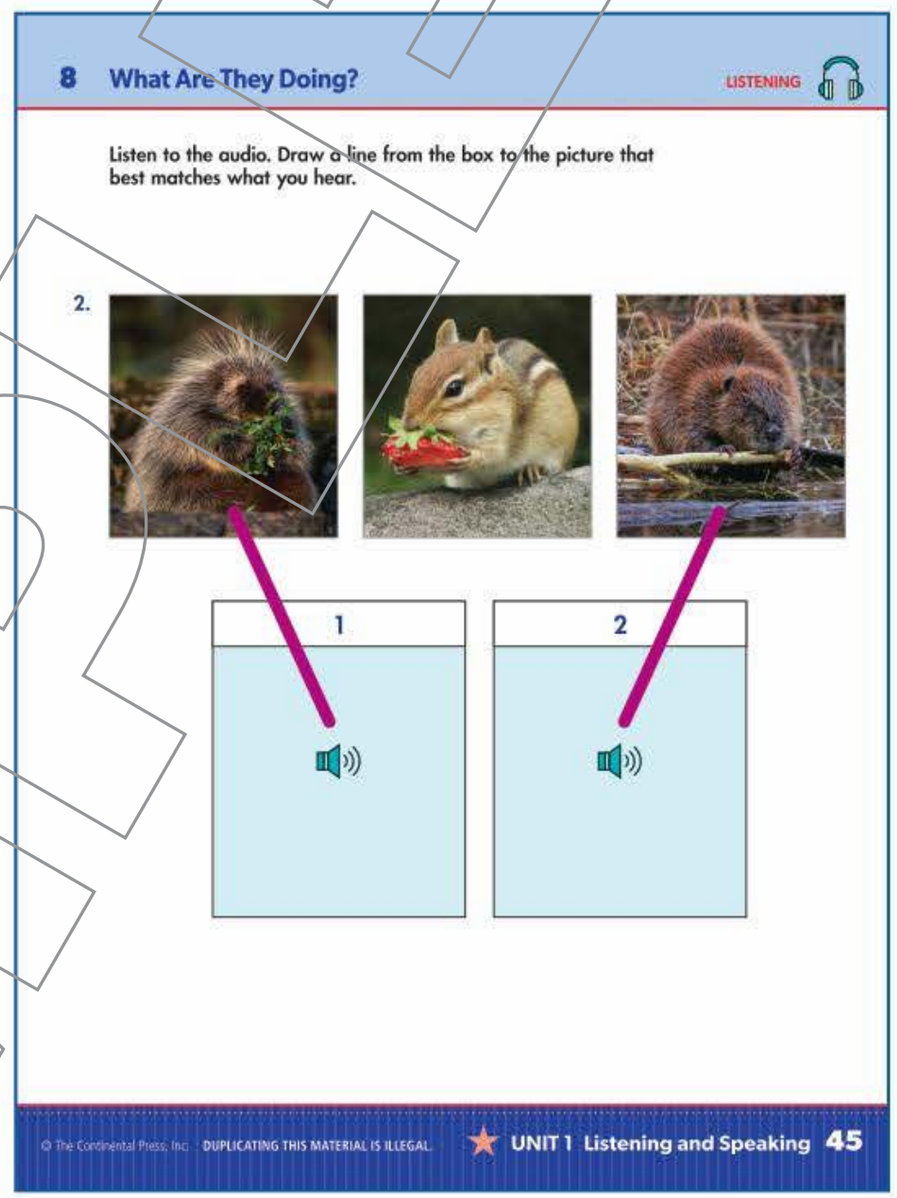
Pause for students to mark an answer.

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

The beaver has sharp teeth that it uses to gnaw on tree branches.

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

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. UNIT 1 Listening and Speaking 45

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
ELPS Student Expectation: 2(l) 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 listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language			

SAMPLE

8 What Are They Doing?

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

The hummingbird has a long needle-like beak that it uses to probe deep into flowers for nectar.

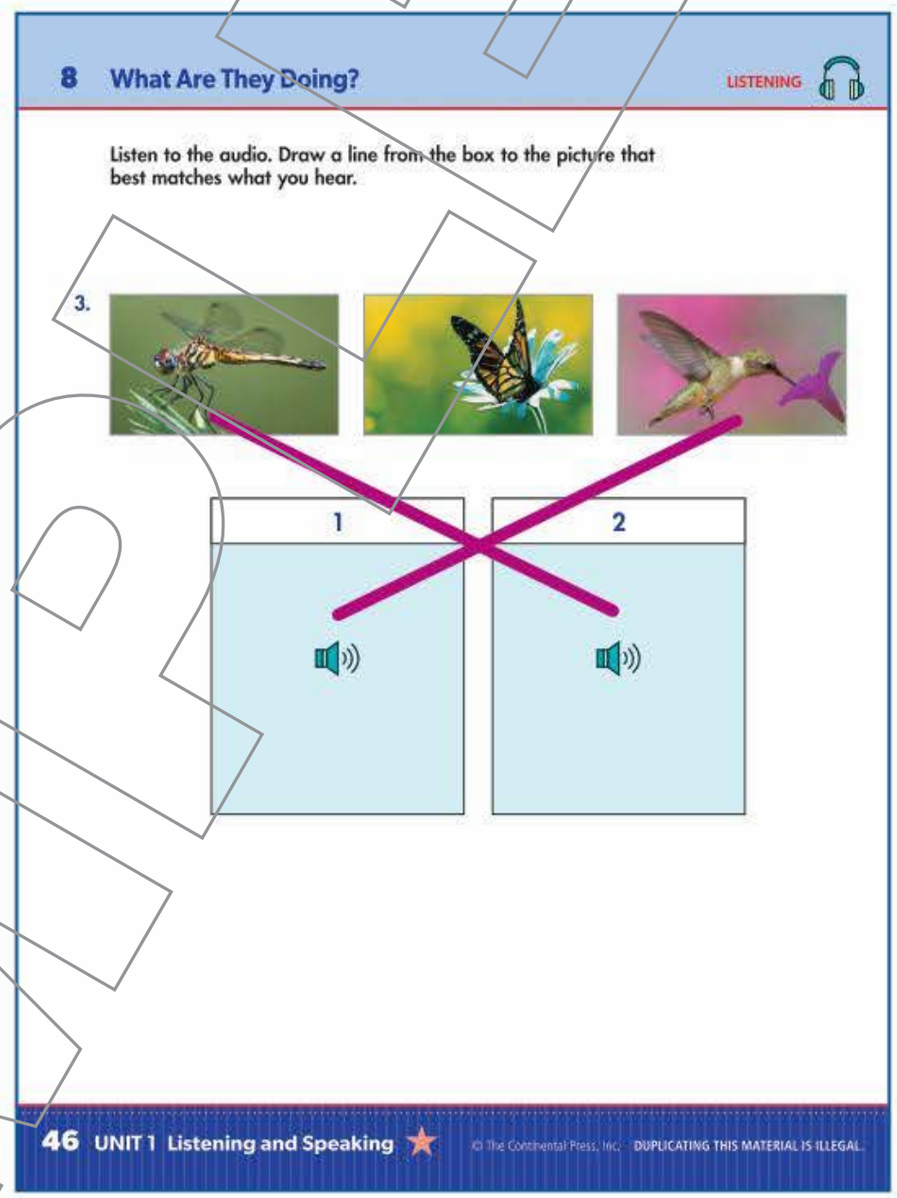
Pause for students to mark an answer.

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

The dragonfly is an insect with a long body and wings that are almost see through, or transparent.

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

46 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 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 listen to prompts and match prompts to corresponding images. Students may drag images into place next to each image's corresponding prompt; Conversational Language			

SAMPLE

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

8 What Are They Doing?

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

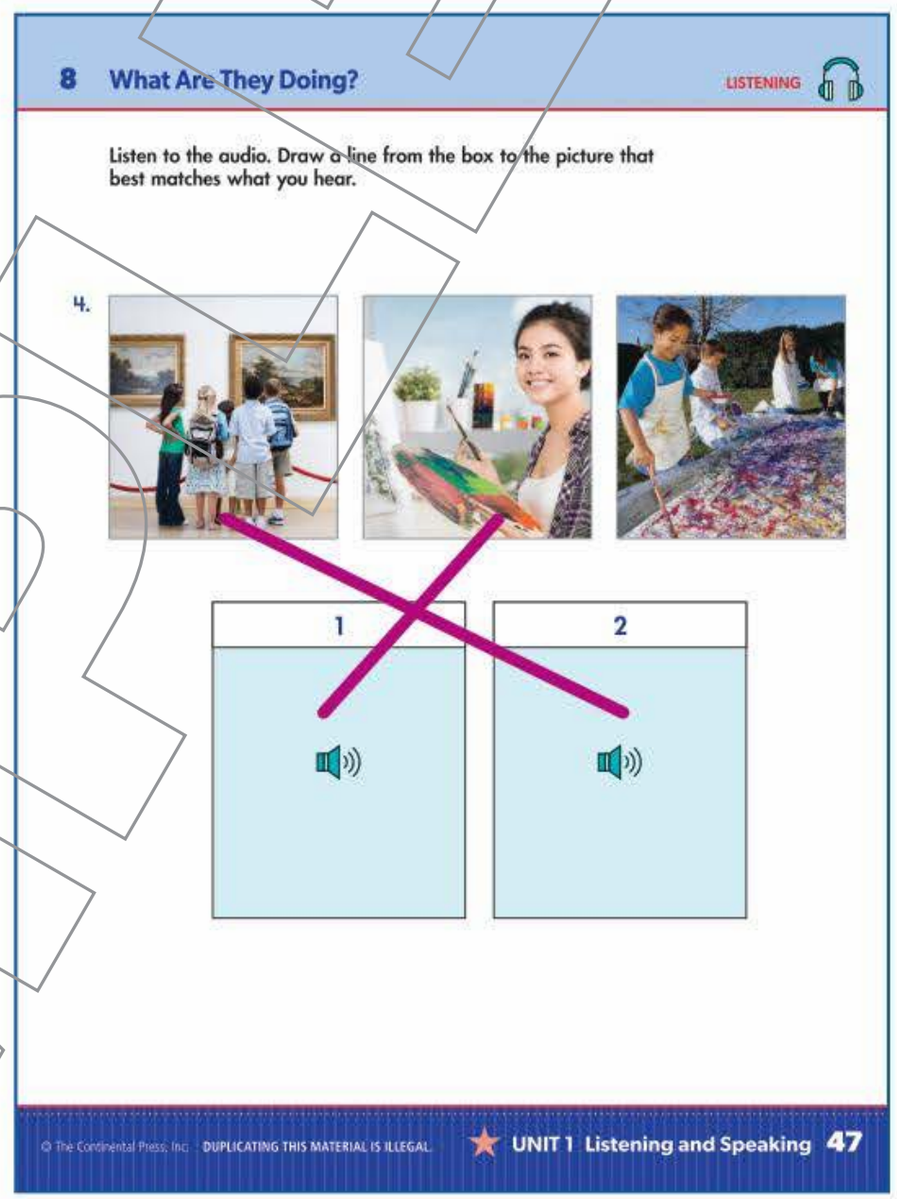
The woman is working on a painting in her art studio.

Pause for students to mark an answer.

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

The children are observing a painting on display at the art museum.

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

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. UNIT 1 Listening and Speaking 47

EXTENSION ACTIVITY

1. To encourage focused listening among your students, provide questions about a short passage. Do not give students a copy of the passage. Read the passage aloud to the class. Have students work with a partner to answer the questions. Conduct brief listening practice sessions for several days in a row, then weekly.
2. It is more difficult for most listeners to follow a speaker as part of a large audience. For beginners and intermediate students, you may wish to read the passage to a small group. Pause after reading the parts of the passage that answer questions. Reread as necessary. Challenge more advanced students to listen to a recorded story independently, and then complete a story map. Encourage students to illustrate the stories they listen to.

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

SAMPLE