

CONTENTS

About <i>Finish Line ELPA21</i>	5
Audio Download Instructions	6



UNIT 1 LISTENING

Lesson 1	Listen and Match the Word	8
Lesson 2	Listen and Match the Sentence	12
Lesson 3	Follow the Instructions	16
Lesson 4	Listen for Information	22
Lesson 5	Listen to a Conversation	26
Lesson 6	Listen to a Discussion	34
Lesson 7	Listen to the Student	42
Lesson 8	Listen to the Teacher	53



UNIT 2 READING

Lesson 9	Read and Match	62
Lesson 10	Read the Story	66
Lesson 11	Read for Information	72
Lesson 12	Read Fiction	78
Lesson 13	Read Nonfiction	86
Lesson 14	Read the Note	95



UNIT 3 WRITING

Lesson 15	Build a Word	102
Lesson 16	Build a Sentence	106
Lesson 17	Edit a Paragraph	110
Lesson 18	Write Questions	114
Lesson 19	Write a Story	126
Lesson 20	Write an Opinion	135



UNIT 4 SPEAKING **139**

Lesson 21	Describe the Scene	140
Lesson 22	Talk About It	144
Lesson 23	Compare the Pictures	148
Lesson 24	Give a Book Report	152
Lesson 25	Analyze a Visual	164
Lesson 26	Observe and Report	168



APPENDIX **182**

Parent Letter	183
Classroom Learning Activities to Support Listening Skills	185
Classroom Learning Activities to Support Reading Skills	186
Classroom Learning Activities to Support Writing Skills	187
Classroom Learning Activities to Support Speaking Skills	188
Answer Sheets with Rubrics	189
Comprehensive Scoring Form	207
Language Modalities	208
ELPA21 English Language Proficiency Standards	209
ELPA21 Achievement Level Descriptors (ALDs), Listening	210
ELPA21 Achievement Level Descriptors (ALDs), Reading	211
ELPA21 Achievement Level Descriptors (ALDs), Writing	212
ELPA21 Achievement Level Descriptors (ALDs), Speaking	213
Connecting Assessment to Instruction	214

5 Listen to a Conversation



Mom: Flora, would you like to make this dessert recipe with me? First, we melt butter. Then we scoop the sugar and oatmeal into a large bowl. We pour the melted butter over the top and mix it together. Next, we add vanilla flavoring to the mixture. Then we put it in the refrigerator to chill for one hour.

Girl: Oh, Mom, I love this dessert! It makes little round balls dipped in chocolate! I will start scooping the sugar and oatmeal while you melt the butter. We should make enough extra to take some to Aunt Michelle this Saturday.

- 12.** What did Mom ask Flora? Choose the correct answer.
- A if she knows how to bake
 - B if she likes peanut butter
 - C if she wants to help
 - D if she is ready to go

Pause for students to mark an answer.

Instruct students to turn the page.

5 Listen to a Conversation

LISTENING

12. What did Mom ask Flora? Choose the correct answer.

- A if she knows how to bake
- B if she likes peanut butter
- C if she wants to help
- D if she is ready to go

Unit 1 LISTENING 33

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EXTENSION ACTIVITY

Prepare index cards with conversation topics, such as weather, sports, or pets. Have students work in small groups. Assign a leader to each group and hand them a card. Ask the leaders to start a conversation about the topic on the card. Then tell group members to say at least one sentence about the topic. For example, the group leader may say, "I like warm, sunny weather." Another group member may add, "I like when it snows." Circulate around the room to show interest in the conversations.

Items	Language Domain	Modality
10-12	Listening	Receptive
<p>Description: Students will draw conclusions based on conversations.</p> <p>ELP Standards:</p> <ul style="list-style-type: none"> 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing 8 Determine the meaning of words and phrases in oral presentations and literary and informational text 		

Note: Questions in the Speaking unit should be administered one-on-one in order to evaluate students' responses. Nod and smile encouragingly as the student responds. If the student seems to be struggling, you may wish to ask additional leading questions or point to the pictures. However, remind the student that in a test situation, he or she will be recording responses alone, and you will not be able to provide help.

Say: Turn to page 140. 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. Do you have any questions before we begin?

Answer any questions.

Look at the picture. Answer the questions.

1. What are the girls at the round table doing?

Pause while the student answers the question.

2. What is the girl who is sitting alone doing?

Pause while the student answers the question.

3. Tell about the boy at the board.

Pause while the student answers the question.

4. Tell about the students who are reading.

Pause while the student answers the question.

5. What kind of furniture is in the classroom?

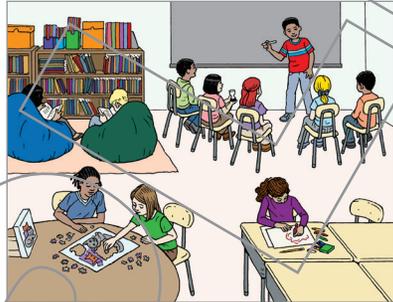
Pause while the student answers the question.

Evaluate the student's answer using the 2-point Classroom Tableau speaking rubric on page 202 and the speaking ALDs on page 213.

Instruct the student to turn the page.

LESSON 21 Describe the Scene SPEAKING

Look at the picture. Answer the questions.



Answers will vary but should say something like the following:

1. **The two girls are putting together a puzzle.**
2. **She is drawing a picture.**
3. **The boy is standing. He is going to write or draw something on the board for some of his classmates. It looks like they are playing a game.**
4. **Two students are sitting on beanbag chairs in a reading area.**
5. **There are square desks, a round table, a bookshelf, and kids' chairs.**

140 Unit 4 SPEAKING

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Items	Language Domain	Modality
1-5	Speaking	Interactive, Productive
<p>Description: Students will respond to basic questions about items in an illustrated tableau depicting a school setting.</p> <p>ELP Standards:</p> <p>2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>7 Adapt language choices to purpose, task, and audience when speaking and writing</p>		