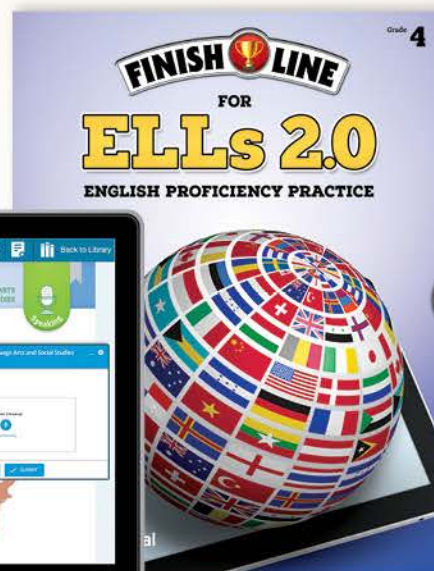
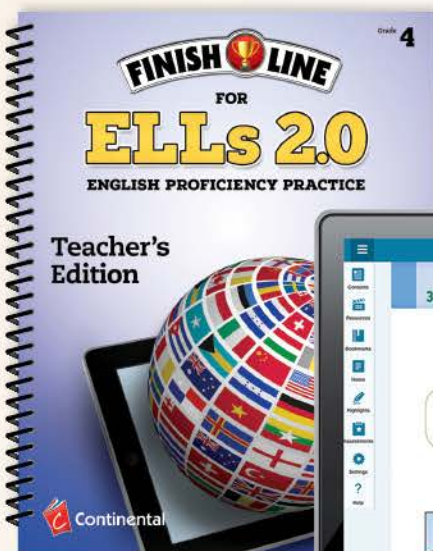




Continental
inspire every learner



Audio



Grades 1–12

**WIDA PRIME V2
Correlation!**

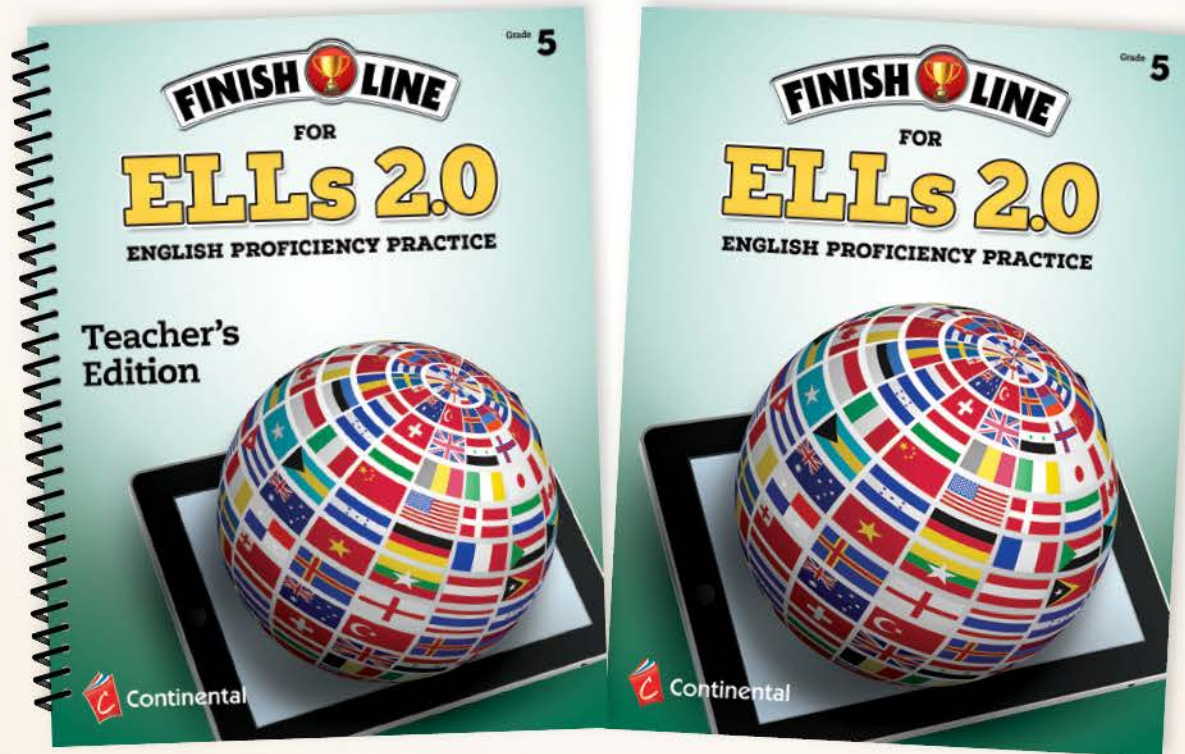
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- | | | | |
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| ● Student Book | 5 | ● Pricing | 15 |



What does this program do?

Finish Line for ELLs 2.0 gives students practice for taking the ACCESS for ELLs® exam given by the WIDA Consortium. Lessons are designed to improve performance across the language domains and familiarize students with tested item types. Components include student books, annotated teacher's editions & audio, and interactive eBooks.



Grades 1–12

Written Explicitly for the ACCESS for ELLs®

- Books address **English language proficiency standards**: Academic Social Studies, Conversational Language, Academic Language Arts, Academic Science, and Academic Mathematics.
- Each unit focuses on a **language domain**: Listening, Reading, Writing, and Speaking.
- **Item types mimic those on the exam**, including multiple choice, short and extended writing tasks, and oral response.
- Each lesson has a **central theme** that ties to a content area in the classroom.
- Interactive eBooks provide an **authentic assessment experience**.

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Reviewed by WIDA PRIME V2 Trained Correlators

Visit our [website](#) to see the full WIDA PRIME V2 correlation.

4. The Strands of Model Performance Indicators and the Standards
The Strands of Model Performance Indicators (MPIs) provide sample rep
language is processed or produced within particular disciplines and lea
five language development standards representing language in the fol
Instructional Language, The Language of Language Arts, The Language
Language of Science, The Language of Social Studies as well as compl
including The Language of Music and Performing Arts, The Language o
Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and d
Reading, and Writing). The standards matrices make an explicit conne
content standards and include an example for language use. Each MP
cognitive function (adapted from Bloom's taxonomy) which represent
maintain the cognitive demand of an activity while differentiating for
provides examples of what students can reasonably be expected to d
various supports.

A. Connection to State Content Standards and WIDA Language O

- 1) Do the materials connect the language development standards to the state academic content standards?
- 2) Are the academic content standards systematically represented throughout the materials?
- 3) Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?

Justification: Provide examples from materials as evidence to support this section. Provide descriptions, not just page numbers.

1. The materials explicitly connect the language development standards materials as Conversational Language, Language Arts, Mathematics (Studies) to state English Language Arts (ELA) academic content following grades: Grade 1, Grade 3, Grade 7, Grade 8, Grades 9-10. At these grade levels, the ELA academic standards are referred to as items. See examples below.
2. The academic content standards are systematically represented at five grade levels mentioned above. Each of the units from Grade 1 language domain (Listening, Reading, Writing and Speaking) at each grade level show how items connect to academic standards. See example below.
3. The WIDA Standards are present in the materials as named by the Conversational Language, Language Arts, Mathematics, Science and Social Studies standards. WIDA defines the social and instructional language standards for ELLs 2.0. The language development standards are based on the lessons in each unit are based on the areas of Academic Language Arts, Academic Science and Academic Social Studies standards are combined, for example, Grade 1's Speaking Unit



PRIME V2™

Protocol for Review of
Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION

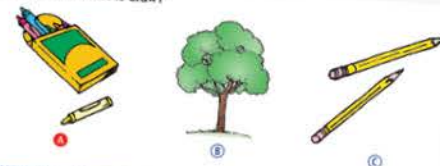


Operations based on Academic Mathematics and Science.

Examples:

Grade Reading item from Unit 2 Lesson 11 where the academic standards are referred to below the TE for this intermediate level task.

What does Caleb use to draw?



Language Level	Performance Objective
Intermediate	Students will identify items given descriptions and visuals.

Section: ELA, RI 1.7 Use the illustrations and details in a text to describe its key ideas.

Writing task from Unit 3 Lesson 29 where students prepare to write about characteristics and contributions of 19th century historical figures and support their claims with evidence.

Student Book

Student books are available in print and eBook formats.



Print

Continental understands that technology isn't readily available in every school and home. To address this challenge, we've developed books in a printed format to give all students the chance for practice anytime, anywhere.



Interactive eBooks

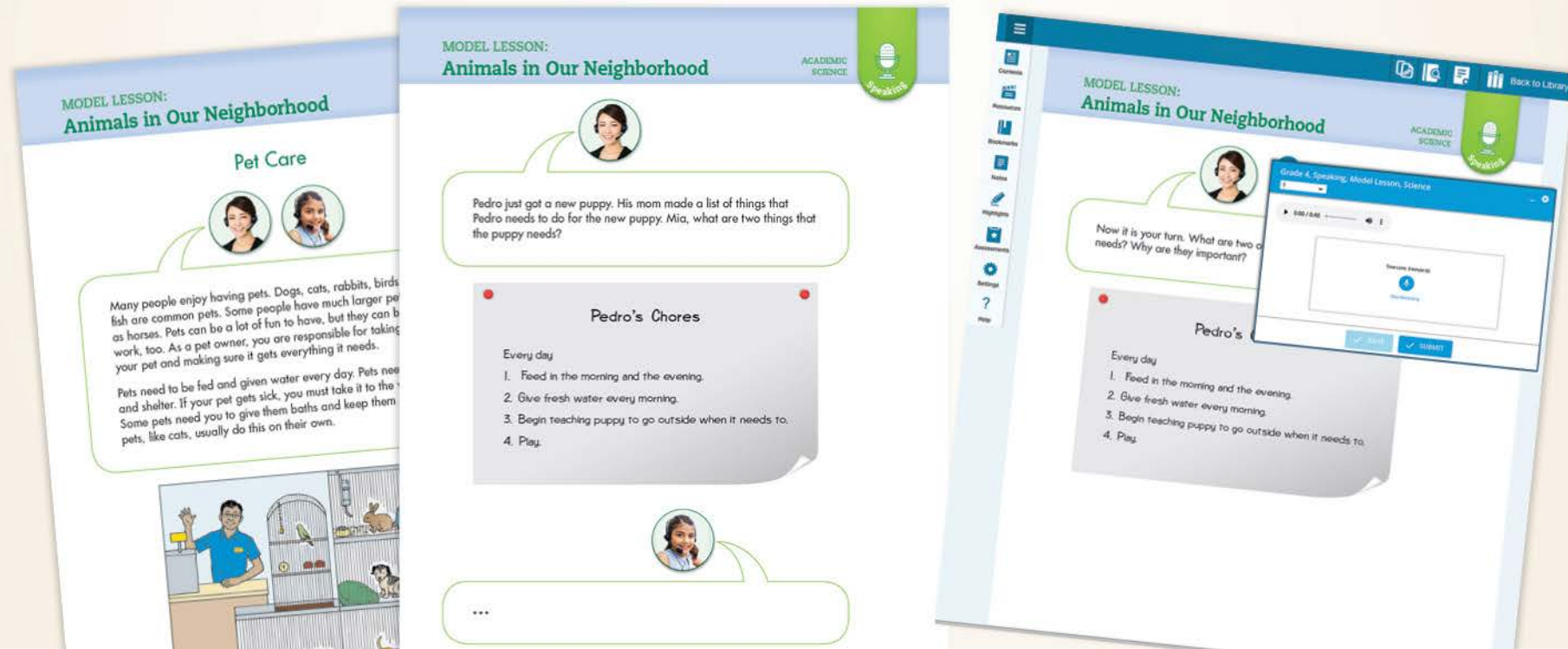
Interactive eBooks combine student book lessons with web-based features to give students authentic assessment practice and allow you to track student performance and progress.

- 24/7 web browser access
- Compatible on all devices (including iPad iOS 13+).

Model Lessons

Each unit begins with a model lesson. Teachers can work through it with students to show them what's expected.

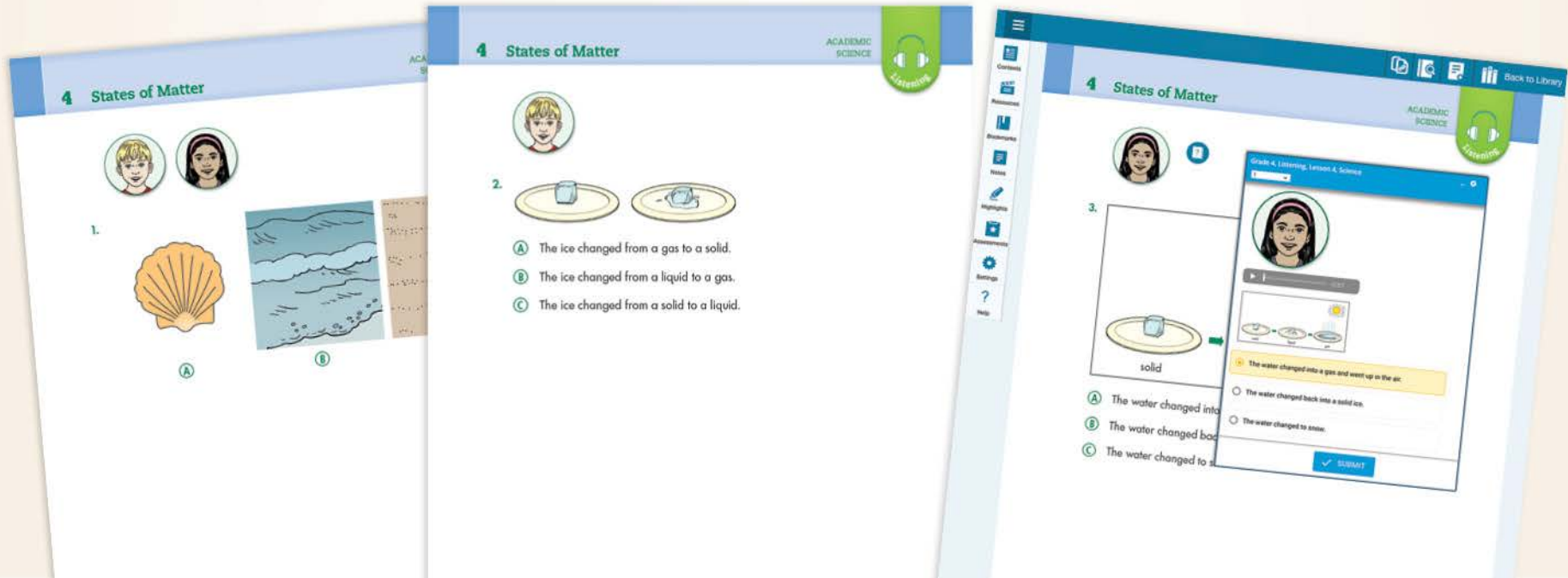
- **Printed books:** Students answer in the book or one-on-one with a teacher, depending on question type.
- **Interactive eBooks:** Students answer directly in the eBook for all question types.



Unit 1: Listening

Students will listen to the designated information/passage and answer the constructed-response questions that follow. Items within each lesson grow progressively more difficult—from Intermediate, to Intermediate High, to Advanced—to promote skill proficiency.

- **Printed books:** Use the audio downloads or script from the teacher's edition. Students answer in the books.
- **Interactive eBooks:** Students listen to the built-in audio and submit their answers. Answers are automatically scored.



Unit 2: Reading

Grade-level passages are followed by constructed-response questions to test language proficiency and comprehension. Items within each lesson grow progressively more difficult to promote advancement.


- **Printed books:** Students answer in the books.
- **Interactive eBooks:** Students choose their answers. Answers are automatically scored.

Chunking the text like the ACCESS exam

Lesson 18 Money

A Pocket Full of Coins

Tony is learning about coins in school.







18 Money




ACADEMIC MATHEMATICS

ReadLink

Tony knows that a penny is worth one cent. A nickel is larger than a penny, and it's worth five cents. A dime is smaller than a penny or a nickel, and it's worth ten cents. A quarter is the largest of these coins. It's worth twenty-five cents.

COINS	
Coin	Value
	1¢
	5¢
	10¢
	25¢

1. Which coin is a dime?

A  B  C 


18 Money

ACADEMIC MATHEMATICS

ReadLink

Back to Library

Tony finds some coins while he is cleaning his room. He added the values of the coins. The coins he found are worth 40 cents altogether. Then he put the coins in his coin jar.



3. Which coins could Tony have found?

A Six nickels and one penny

B Five dimes and one quarter

C One quarter, one dime, and one nickel

D 20 pennies, one nickel, and three dimes

Grade 4, Listening, Lesson 1, Science

Which coins could Tony have found?

☐ Six nickels and one penny

☐ Five dimes and one quarter

☐ One quarter, one dime, and one nickel

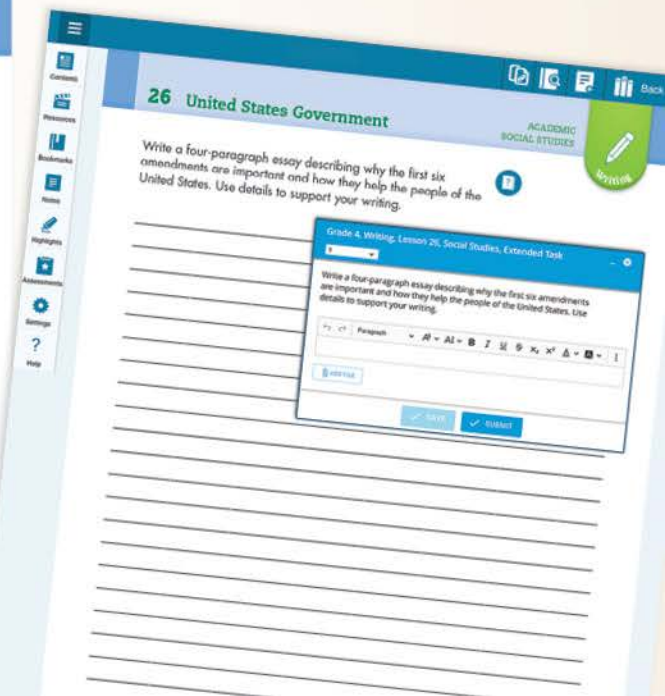
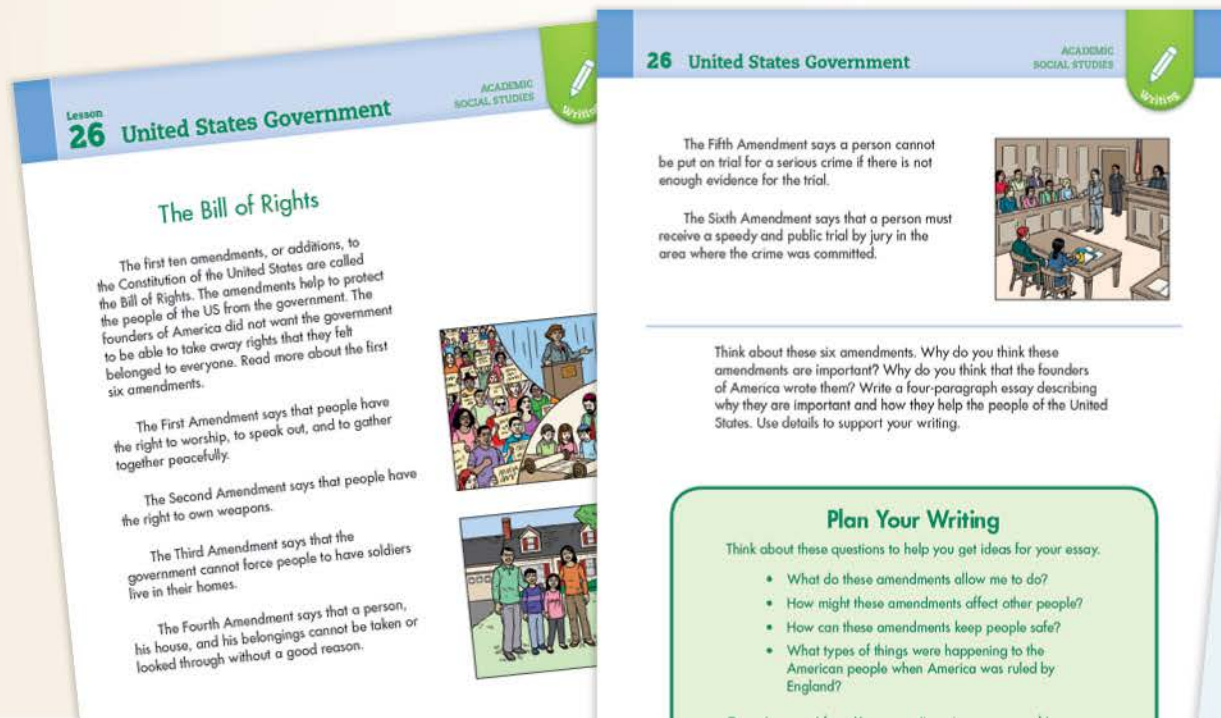
☐ 20 pennies, one nickel, and three dimes

SUBMIT

Unit 3: Writing

Students start each short or extended task by reading the information/passage and looking at the visual support related to the topic. They prepare their ideas by thinking about questions related to the prompt and plan their responses using an outline or graphic organizer. Finally, they create their writing using a checklist to guide them.

- **Printed books:** Students write their answers in the books.
- **Interactive eBooks:** Students type their answers in the books. Teachers use the built-in management tool to evaluate answers and assign scores.

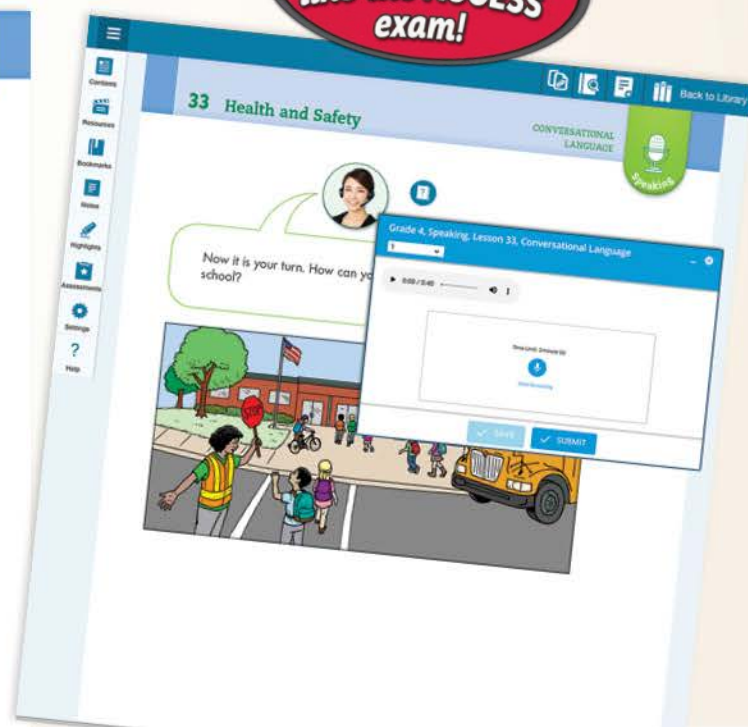


Unit 4: Speaking

In each lesson, students listen to the information read to them, look at the related picture or graphic, and listen to a model student answer before responding to a question. This sequence then repeats for a second question.

- **Printed books:** Use the audio downloads or script from the teacher's edition.
- **Interactive eBooks:** Students access the recording tool to submit their answers. Teachers use the built-in management system to evaluate answers and assign scores.

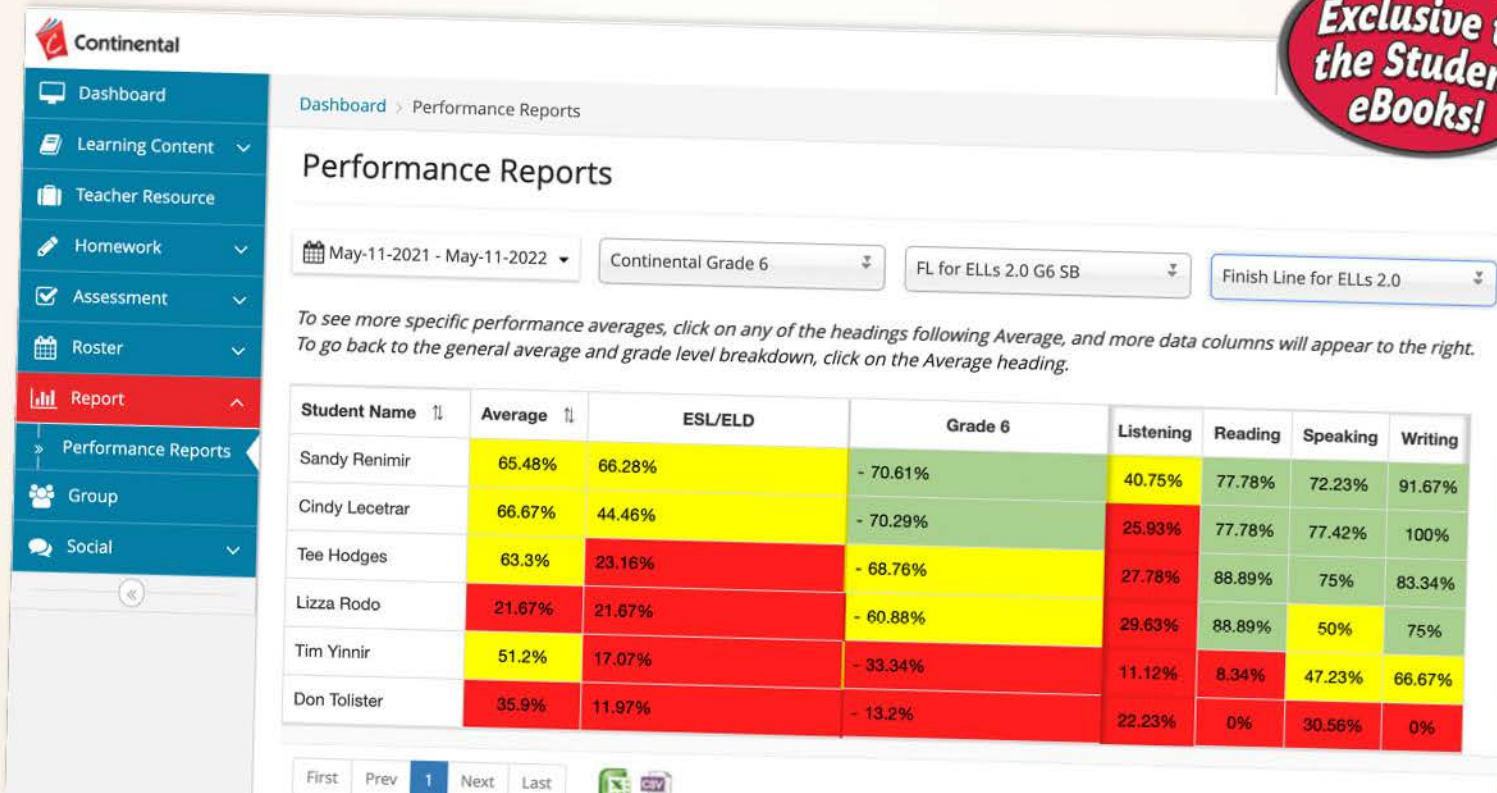
*Built-in recording
like the ACCESS
exam!*



Management and Reporting

The built-in management and reporting tool for the student eBooks allows you to:

- Manage students and classes.
- Score speaking and writing items.
- View performance reports to identify areas of need and drive instruction.



Continental

Dashboard > Performance Reports

Performance Reports

May-11-2021 - May-11-2022 | Continental Grade 6 | FL for ELLs 2.0 G6 SB | Finish Line for ELLs 2.0

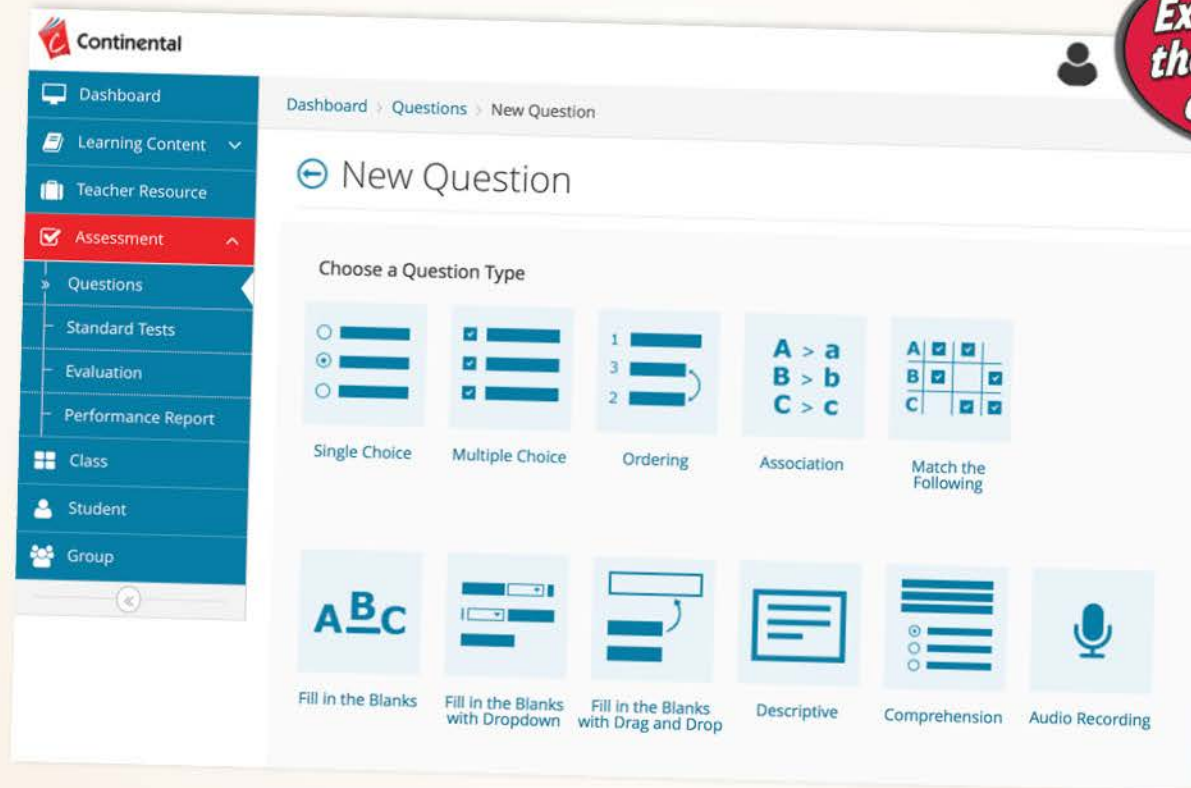
To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	ESL/ELD	Grade 6	Listening	Reading	Speaking	Writing
Sandy Renimir	65.48%	66.28%	- 70.61%	40.75%	77.78%	72.23%	91.67%
Cindy Lecetrar	66.67%	44.46%	- 70.29%	25.93%	77.78%	77.42%	100%
Tee Hodges	63.3%	23.16%	- 68.76%	27.78%	88.89%	75%	83.34%
Lizza Rodo	21.67%	21.67%	- 60.88%	29.63%	88.89%	50%	75%
Tim Yinnir	51.2%	17.07%	- 33.34%	11.12%	8.34%	47.23%	66.67%
Don Tolister	35.9%	11.97%	- 13.2%	22.23%	0%	30.56%	0%

First Prev 1 Next Last

Custom Test Creation

If you'd like to add custom tests to the eBook system, use the templates to build questions with your own content.



**Exclusive to
the Student
eBooks!**

Annotated Teacher's Edition & Audio

Annotated teacher's editions are a helping hand for ESL and general classroom teachers. Each features teacher directions, instructional notes, and extension activities, among other great resources.

- **Printed books:** Audio downloads for listening and speaking activities are also included.
- **eBooks:** Access eBooks in the online management tool.

Use the audio
downloads with
printed books



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Annotated Teacher's Edition

Extension activities
for all language levels

Listening and
speaking scripts

4 State of Matter

Say: Look at number 1. Take a moment to look at the answer choices.
Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Ivan and Rosita.

Ivan says, "We are learning about different states of matter in school. There are three states of matter: solid, liquid, and gas. I think we can find all three states here at the beach. The water is wet, so it is a liquid. It is fun to splash in the water. I can feel the sand under my feet. Sand is a solid."

Rosita says, "Look at this seashell. It is a solid, too. It is hard and does not change shape. We need to find an example of a gas. The wind is really blowing my hair. Oh wait, air is a gas! That's all three of the states of matter!"

Which thing at the beach is a liquid?

Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will distinguish among examples of states of matter.

Connection: ELA, RI 4.3: Refer to details and examples in a text when explaining what the text says or when drawing inferences from the text.

Extension Activity

- Have students write the words solid and liquid on index cards. Show different items and have students hold up the appropriate index card. Give examples and non-examples of gases. Have students raise their hands if the examples are true. For example: Gas fills up a balloon. Milk is a gas. [X]
- Use water in an electric kettle to demonstrate how water changes from a liquid to steam and back to liquid. Have students identify each state of matter during the process. [W]
- Conduct simple experiments and have students form hypotheses for the results. For example, put an ice cube tray full of water in the freezer. Ask students what will happen to the water. Leave an ice cube in a dish on a desk in a shady area of the room and another in a sunny area. Ask students which will melt faster and why. [A]

26 United States Government

ACADEMIC
SOCIAL STUDIES



Say: The Fifth Amendment says a person cannot be put on trial for a serious crime if there is not enough evidence for the trial.

The Sixth Amendment says that a person must receive a speedy and public trial by jury in the area where the crime was committed.

Standard	Language Level	Performance Objective
Academic Social Studies	Intermediate	Students will give examples of freedoms they have based on the Bill of Rights.
Academic Social Studies	Intermediate High	Students will evaluate the effect of the Bill of Rights on themselves and others.
Academic Social Studies	Advanced	Students will explain the importance of the Bill of Rights, both historically and currently.

Connection: ELA, W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Say: Think about these six amendments. Why do you think these amendments are important? Why do you think that the founders of America wrote them? Write a four-paragraph essay describing why they are important and how they help the people of the United States. Use details to support your writing.

Now turn the page.

26 United States Government



The Fifth Amendment says a person cannot be put on trial for a serious crime if there is not enough evidence for the trial.

The Sixth Amendment says that a person must receive a speedy and public trial by jury in the area where the crime was committed.



Think about these six amendments. Why do you think these amendments are important? Why do you think that the founders of America wrote them? Write a four-paragraph essay describing why they are important and how they help the people of the United States. Use details to support your writing.

Plan Your Writing

Think about these questions to help you get ideas for your essay.

- What do these amendments allow us to do?
- How might these amendments affect other people?
- How can these amendments keep people safe?
- What types of things could happen in the American people when America was ruled by England?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

33 Health and Safety

CONVERSATIONAL
LANGUAGE



Say: Now listen to the teacher ask Mia a question.

The teacher says, "Mia, how can you stay safe when playing on the playground?"

Now listen to how Mia answers the question.

Mia says, "I should be careful on the playground equipment. I should not push other people on the swings or on the slides."

Instruct the student to turn the page.

Standard	Language Level	Performance Objective
Conversational Language	Intermediate High	Students will describe ways to stay safe at school.
Conversational Language	Advanced	Students will explain the importance of safety drills.

Connection: ELA, SL 4.6: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

33 Health and Safety



Mia, how can you stay safe when playing on the playground?



Affordable Pricing

Pricing

15

Student Books

Available as printed student books or one-year student licenses/interactive eBooks*

Printed Books

30 or more copies of the same printed book **\$18.75 each**

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Available as printed books with audio downloads

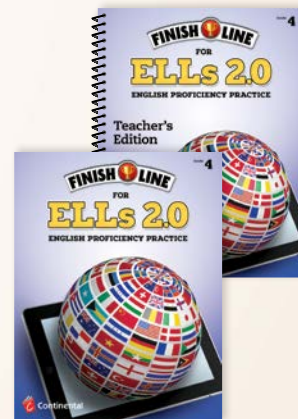
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Grades 1–12