

Grades 1–12

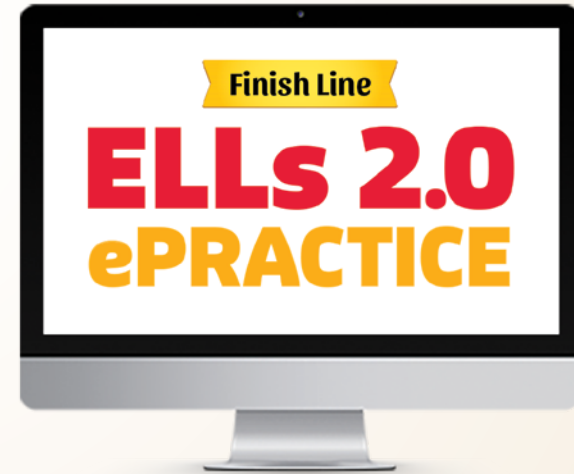
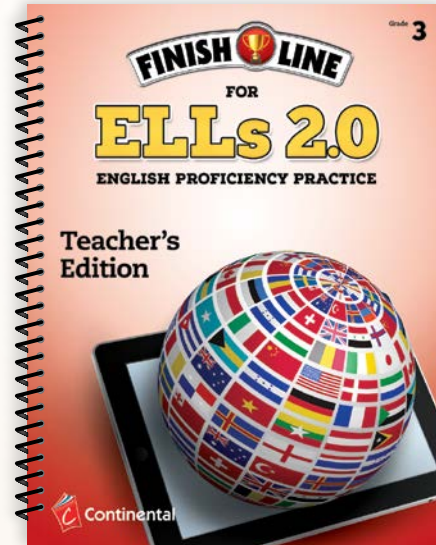
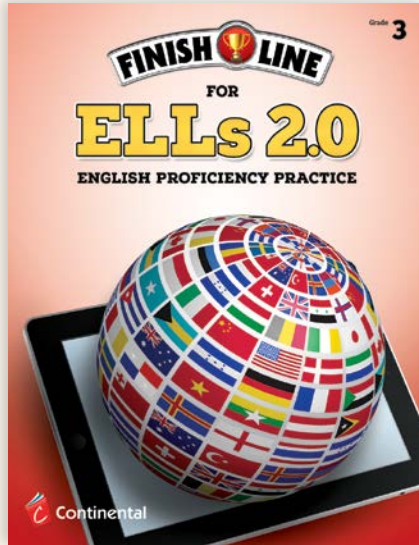
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How This Program Supports English Learners

Finish Line for ELLs 2.0 gives students focused language practice for the WIDA ACCESS assessment. Lessons support growth across the language domains and familiarize students with tested item types. Components include student books, annotated teacher's editions, and online *ePractice*.



Grades 1-12

Book Features

- Grade-specific books help students build skills through targeted, grade-level practice.
- Books address the 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.
- Each lesson is built around a central theme connected to a content area.
- Item types include multiple choice, short and extended writing tasks, and oral response.



4. The Strands of Model Performance Indicators and the Standards Matrix
The Strands of Model Performance Indicators (MPi) provide sample represent language is processed or produced within particular disciplines and learning c
five language development standards representing language in the following
Instructional Language, The Language of Language Arts, The Language of Ma
Language of Science, The Language of Social Studies as well as complementa
including The Language of Music and Performing Arts, The Language of Hum
Language of Visual Arts.

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

A. Connection to State Content Standards and WIDA Language Development Standards

- 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 each item. Provide descriptions, not just page numbers.

1. The materials explicitly connect the language development standards (as materials as Conversational Language, Language Arts, Mathematics, Sci Studies) to state English Language Arts (ELA) academic content standar following grades: Grade 1, Grade 3, Grade 7, Grade 8, Grades 9-12. The these grade levels, the ELA academic standards are referred to explicitly items. See examples below.
2. The academic content standards are systematically represented through five grade levels mentioned above. Each of the units from Grades 1, 3, language domain (Listening, Reading, Writing and Speaking) and less show how items connect to academic standards. See example below.
3. The WIDA Standards are present in the materials as named by Finish I Conversational Language, Language Arts, Mathematics, Science and 5 the grade levels. WIDA defines the social and instructional language o does Finish Line for ELLs 2.0. The language development standards o materials since the lessons in each unit are based on the areas of Conv Academic Language Arts, Academic Science and Academic Social S standards are combined, for example, Grade 1's Speaking Unit conta



PRIME V2™

Protocol for Review of Instructional Materials for ELLs V2

WIDA PRIME V2 CORRELATION



used on Academic Mathematics and Science.

from Unit 2 Lesson 11 where the academic standards are referred to below the Intermediate level task.

able use to draw?



Performance Objective


Students will identify items given descriptions and visuals.
Use the illustrations and details in a text to describe its key ideas.

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


Model Lessons

Each unit opens with a model lesson to help teachers show students what is expected.

MODEL LESSON:
Animals in Our Neighborhood


ACADEMIC SCIENCE 

Pet Care




Many people enjoy having pets. Dogs, cats, rabbits, birds, and fish are common pets. Some people have much larger pets, such as horses. Pets can be a lot of fun to have, but they can be a lot of work, too. As a pet owner, you are responsible for taking care of your pet and making sure it gets everything it needs.


Pets need to be fed and given water every day. Pets need exercise and shelter. If your pet gets sick, you must take it to the veterinarian. Some pets need you to give them baths and keep them clean. Other pets, like cats, usually do this on their own.



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MODEL LESSON:
Animals in Our Neighborhood

ACADEMIC SCIENCE 




Pedro just got a new puppy. His mom made a list of things that Pedro needs to do for the new puppy. Mia, what are two things that the puppy needs?

Pedro's Chores

Every day

1. Feed in the morning and the evening.
2. Give fresh water every morning.
3. Begin teaching puppy to go outside when it needs to.
4. Play.



...


126 Unit 4 SPEAKING


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Unit 1: Listening


Students listen to the passage or information and answer constructed-response questions. Within each lesson, items increase in difficulty—from Intermediate, to Intermediate High, to Advanced—to help students build listening proficiency. Audio downloads and a read-aloud script are provided in the teacher’s edition.


4 States of Matter

ACADEMIC SCIENCE 


1. 


 **A**



 **B**

 **C**

4 States of Matter


ACADEMIC SCIENCE 


2. 

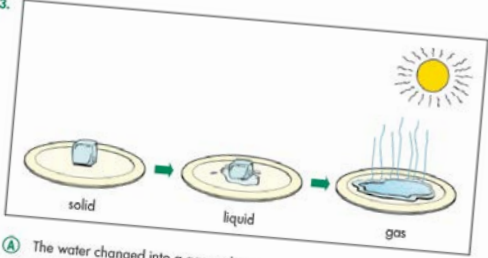
 

A The ice changed from a gas to a solid.
B The ice changed from a liquid to a gas.
C The ice changed from a solid to a liquid.

4 States of Matter

ACADEMIC SCIENCE 

3. 



A The water changed into a gas and went up in the air.
B The water changed back into solid ice.
C The water changed to snow.

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Unit 2: Reading

Passages are followed by constructed-response questions to test language proficiency and comprehension. Items increase in complexity to support student growth.


Text chunking

Lesson **18** Money

ACADEMIC MATHEMATICS

A Pocket Full of Coins

Tony is learning about coins in school.







18 Money


ACADEMIC MATHEMATICS


Readings


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

Money

ACADEMIC MATHEMATICS


Readings

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.



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



Unit 2

82 Unit 2 READING

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READING

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Unit 4: Speaking

In each lesson, students listen to information read aloud, examine a related picture or graphic, and listen to a model student response before answering a question. This process is repeated for a second question. Audio downloads and a read-aloud script are provided in the teacher's edition.

Lesson 33 Health and Safety

CONVERSATIONAL LANGUAGE

Staying Safe at School




Schools are places where you learn and grow. They are also places where you should feel safe. Here are some tips to stay safe when you are outside at school. Be smart when playing on playground equipment. Do not push others. Do not run in front of the swings or the sliding board. You also need to be safe when you are coming and going to school. When you are around buses and cars, always watch carefully for traffic. It is usually easier for you to see what the buses and cars are doing than for the drivers to see you. Look both ways before walking across parking lots and driveways. Always listen to crossing guards. If you see anyone who does not belong at your school, tell an adult right away.





33 Health and Safety

CONVERSATIONAL LANGUAGE



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

...

150 Unit 4 SPEAKING

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Health and Safety

CONVERSATIONAL LANGUAGE



... it is your turn. How can you stay safe when you are coming to school?



Annotated Teacher's Editions

Annotated teacher's editions provide valuable instructional guidance for ESL and classroom teachers. Resources include scoring forms and answer sheets with rubrics, audio download links and scripts for listening and speaking activities, and the following lesson-specific support:

- Page-by-page teaching guidance
- Student book pages with correct answers
- Language levels and performance objectives aligned to standards
- Common Core connections
- Extension activities

4 State of Matter ACADEMIC SCIENCE

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 4.1:* Refer to details and examples in a text when explaining what the text says explicitly and 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. [1]
- 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. [14]
- 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

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.

28 United States Government ACADEMIC SOCIAL STUDIES

The 19th Amendment says a person cannot be put on trial for a serious crime if there is not enough evidence for the trial.
 The 6th 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.

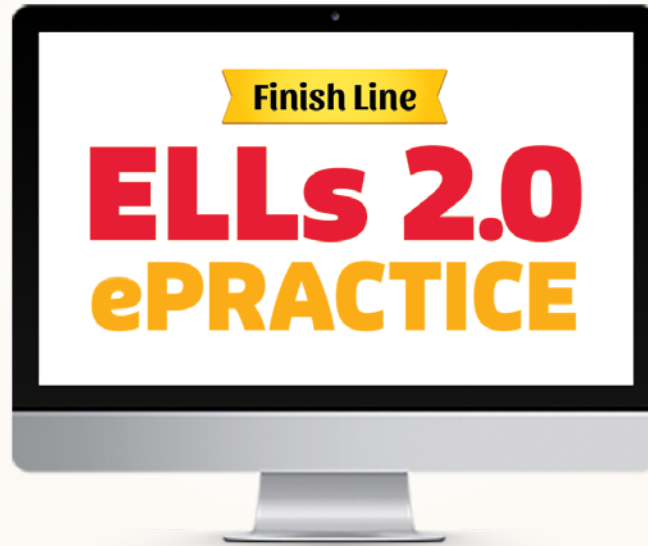
- What do these amendments allow you to do?
- How might these amendments affect other people?
- How can these amendments help people and the country?
- What are some of the ways that people in the United States use these amendments in their everyday lives?

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

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ePractice

The books are also available online as *Finish Line ELLs 2.0 ePractice*. This digital version includes updated features aligned to the WIDA ELD Standards Framework (2020 Edition) and the latest WIDA ACCESS assessment, plus optional AI-powered scoring. [Visit our website for more information.](#)



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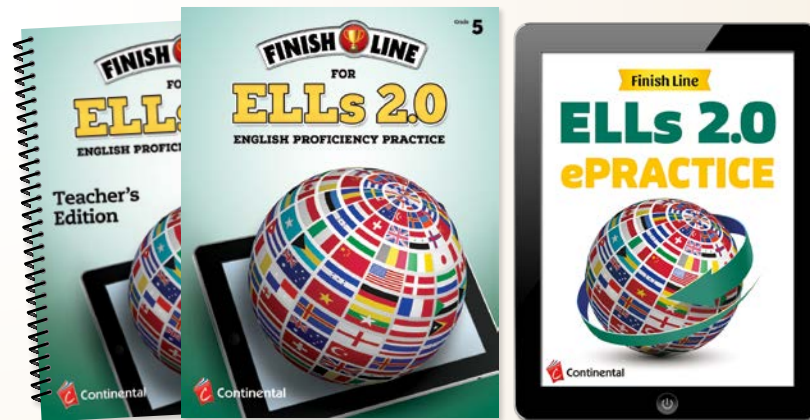
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Grades 1-12



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