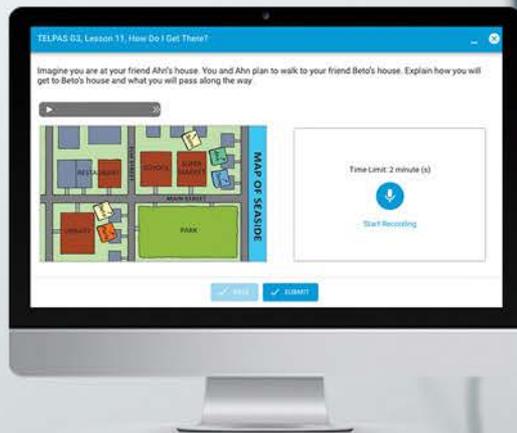


Finish Line  
**TELPAS**



Grades 2–12

**Contents:**

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Student Practice .....	<b>4</b>
Built-in Teacher Tools.....	<b>12</b>

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Printed Student Book .....	<b>16</b>
Ordering .....	<b>17</b>



**Continental**  
inspire every learner

## How Does It Support Your Emergent Bilinguals?

*Finish Line TELPAS* builds students' test-taking skills for the Texas English Language Proficiency Assessment System (TELPAS). Online practice prepares emergent bilinguals for the types of questions they will encounter and the kinds of responses that are expected. Reports provide pinpointed data to help drive your instruction. Printed books are available.

Continental  
Dashboard - Performance Reports

Performance Reports

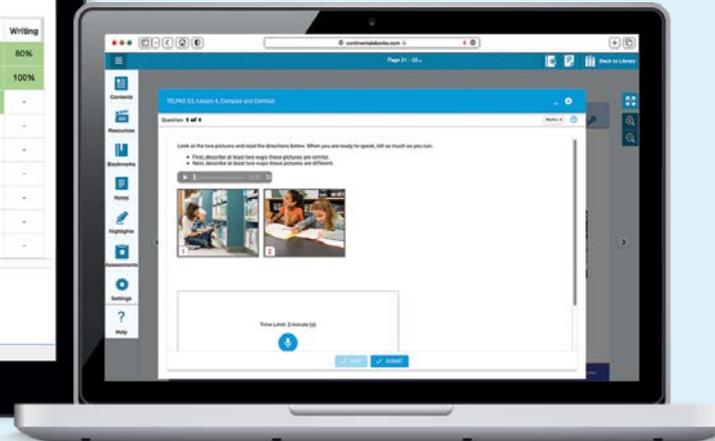
January 09-2022 - January 09-2023 | Continental Grade 6 | Finish Line TELPAS Grade 6 SR

To see more specific performance averages, click on any of the headings. Rolling Averages, and more like a column will appear in the table. To go back to the general average and grade level overview, click on the average heading.

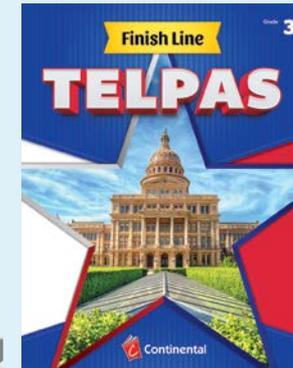
Student Name	Grade 6	Listening	Reading	Speaking	Writing
Tee Hodges	- 73.54%	38.14%	100%	75%	80%
Tim Yinnir	- 65.08%	85.8%	90%	75%	100%
Sandy Hanimir	- 54.33%	8.7%	-	100%	-
Ron Tee	--	--	--	--	--
Lizza Flodo	--	--	--	--	--
Din Salister	--	--	--	--	--
Lon Right	--	--	--	--	--
Findley Lassar	--	--	--	--	--
Tim Morry	--	--	--	--	--

Print | First | Last

Grades 2-12



**FREE printed books  
in student sets!**  
See page 17.



## Ready When You Are

Practice is immediate and ready to go at any time. The easy-to-use format allows students to start and stop as needed. Use in your busy school days, as homework, or outside-of-school programs.



# Practice for Tested Domains and Item Types

Sections are organized by TELPAS language domain (listening, speaking, reading, writing) and include appropriate TELPAS item types.

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# Connections to Language and Content Standards

- Strengthen reading, writing, speaking, and listening skills from the Texas English Language Proficiency Standards (ELPS).
- Reinforce grade-level Texas Essential Knowledge and Skills (TEKS) through lesson topics.

Texts across mathematics, science, and social studies

WRITING



9:55 AM Thu, Jan 20  
Finish Line TELPAS Grade 4 SB

25 Academic Writing

3 Services are actions people do for us. The teacher who teaches you provides a service. The dentist who cleans your teeth provides a service. The president who leads our country provides a service.

4 We pay people to provide services for us. The people who provide the services use the money to buy the goods and services they need.



Think about the facts you read in "Goods and Services." Imagine you are a news reporter. You have been assigned to write a four-paragraph article about jobs in your community that provide goods and services. In your article, give two examples of jobs in your community that produce goods and details that describe these goods. Give two examples of jobs in your community that provide services and details that describe these services.

Remember to include:

- an introduction, body, and conclusion
- information from the passage
- details and examples

132

Add Note Contents Resources My Notes

READING



9:58 AM Thu, Jan 20  
Finish Line TELPAS Grade 4 SB

Lesson 21 Reading Fiction

Read the selection and choose the best answer to each question.

### Making Camp



Mia went on an overnight camping expedition when she hiked through the woods to the lake. She carried a heavy backpack because they needed with them.

LISTENING SPEAKING



9:53 AM Thu, Jan 20  
Finish Line TELPAS Grade 4 SB

Lesson 6 Listen and Understand: Nonfiction

Listen to the passage. You will answer questions about what you see and hear.



# TELPAS Item Types: **Listening**

Listen to audio prompts to:

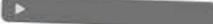
- Identify an object
- Match images to prompts

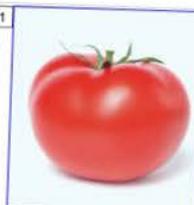
2:58 PM Wed Feb 1

TELPAS G3 Lesson 14, Object Identification, II

Marks: 1

Listen to the audio. Follow the direction you hear.



	1		2		3
	4		5		6

1

2

3

4

2:59 PM Wed Feb 1

TELPAS G3, Lesson 5, What's Happening?

Marks: 1

Listen to the audio. Choose the answer that best matches what you hear.











Submit

## TELPAS Item Types: **Listening cont.**

Listen to audio prompts to:

- Sequence images
- Identify word meanings
- Identify main idea and details with video support
- Analyze and draw conclusions with video support

3:00 PM Wed Feb 1

TELPAS G3, Lesson 15, Sequence

1

Marks: 4

Listen to the audio. Drag and drop the pictures in order based on what you hear.

0:44

Drag Here

Drag Here

Drag Here

Drag Here



3:02 PM Wed Feb 1

TELPAS G3 Lesson 10, Listen and Understand: Storytime

1

Marks: 1

Watch this part of the video again. Then answer the question.



Who hears voices arguing?

Becca

Keisha

Lin

Mrs. Kone

SUBMIT

## TELPAS Item Types: **Speaking**

Record answers to:

- Describe a picture
- Make a prediction
- Give directions
- Explain a process (grades 4–12)

3:21 PM Wed Feb 1

TELPAS G3, Lesson 13, Predictions

Marks: 2

Look at the picture and read the question. When you are ready to speak, answer the question.

▶ 0:02

What is the boy saying to his teacher?



Time Limit: 1 minute (s)

Start Recording

3:22 PM Wed Feb 1

TELPAS G3, Lesson 11, How Do I Get There?

Marks: 4

Read the information below. You will use a map to give directions. When you are ready to speak, tell as much as you know.

Imagine you are at your friend Ahn's house. You and Ahn plan to walk to your friend Beto's house. Explain how you will get to Beto's house and what you will pass along the way.

▶



MAP OF SEASIDE

Time Limit: 2 minute (s)

Start Recording

✓ WAVE ✓ SUBMIT

## TELPAS Item Types: **Speaking** cont.

Record answers to:

- Tell a story based on picture cues
- Express an opinion
- Compare and contrast images
- Respond to an open-ended prompt

3:23 PM Wed Feb 1

TELPAS G3, Lesson 4, Compare and Contrast

1

Marks: 4

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.

▶ 0:10

1 

2 

Time Limit: 2 minute (s)

 Start Recording

3:23 PM Wed Feb 1

TELPAS G3, Lesson 2, Talk About It

1

Marks: 2

Think about the last time you went to the store. Tell:

- what store you went to
- who you were with
- what you did
- what you saw

▶ 0:11

Time Limit: 1 minute (s)

 Start Recording

✓ MOVE ✓ SUBMIT

## TELPAS Item Types: Reading

Read fiction and nonfiction text to:

- Identify a word
- Answer cloze sentences
- Answer questions about a picture
- Answer content-based questions
- Analyze a story

3:30 PM Wed Feb 1

TELPAS G3 Lesson 17, Cloze Sentences, I

1

Marks: 1

Firefighters put out fires in buildings and forests. They explain how to get \_\_\_\_ of a burning building.

in

out

near

far

3:31 PM Wed Feb 1

TELPAS G3 Lesson 18, Picture Description

1

Marks: 1



What is the man doing?

The man is reading his grocery list.

There are oranges in the shopping cart.

The man is in the produce department.

The bananas are beside the man.

✓ SUBMIT

# TELPAS Item Types: **Writing**

Write answers to:

- Writing prompts, including pictures or questions

**Lesson 24 Tell Me About It**

Look at the diagram. It shows the body parts of a penguin. Imagine that your class is planning a trip to the aquarium. In order to get ready for the trip, your teacher has assigned you a project to tell the class about penguins.

In your own words, write a well-organized essay about penguins. Tell what a penguin looks like and why its body makes it an excellent swimmer.

Remember to include:

- an introduction, body, and conclusion
- information from the diagram
- details, examples, and reasons

You may include other information you know about the topic.

**Penguin**

**TELPAS G3 Lesson 24, Tell Me About It**

Look at the diagram. It shows the body parts of a penguin. Imagine that your class is planning a trip to the aquarium. In order to get ready for the trip, your teacher has assigned you a project to tell the class about penguins.

In your own words, write a well-organized essay about penguins. Tell what a penguin looks like and why its body makes it an excellent swimmer.

Remember to include:

- an introduction, body, and conclusion
- information from the diagram
- details, examples, and reasons

You may include other information you know about the topic.

Organize your ideas here. You can write notes or make an outline.

Do NOT write your final answer here. You will write your final answer on page 136.

**Work**

the topic.  
roduction,  
nclusion,  
d examples  
?  
ammar,  
nd spelling.

button.NoteMax. file size supported is 5 MB only.

## Built-In Teacher Tools

### Scoring

In addition to the TELPAS questions provided in the platform, you can create custom tests using your own content. Scoring features for both options include:

- Instant scoring for selected-response questions to save you time
- Teacher evaluations for speaking and writing questions to ensure the most accurate scoring

Ray Lingo's Response

**5** Watch this part of the video again. Then answer the question.



What was Keisha's treasure?

- a shovel
- a tin box ✗
- money she saved ✔
- a favorite spot in the woods

0 / 1

**6** Read the directions. When you are ready to speak, tell as much as you can.

Retell the story in your own words.  
Tell:

- who the characters are
- where the story takes place
- what happens

>>

Answer

>>

/ 4

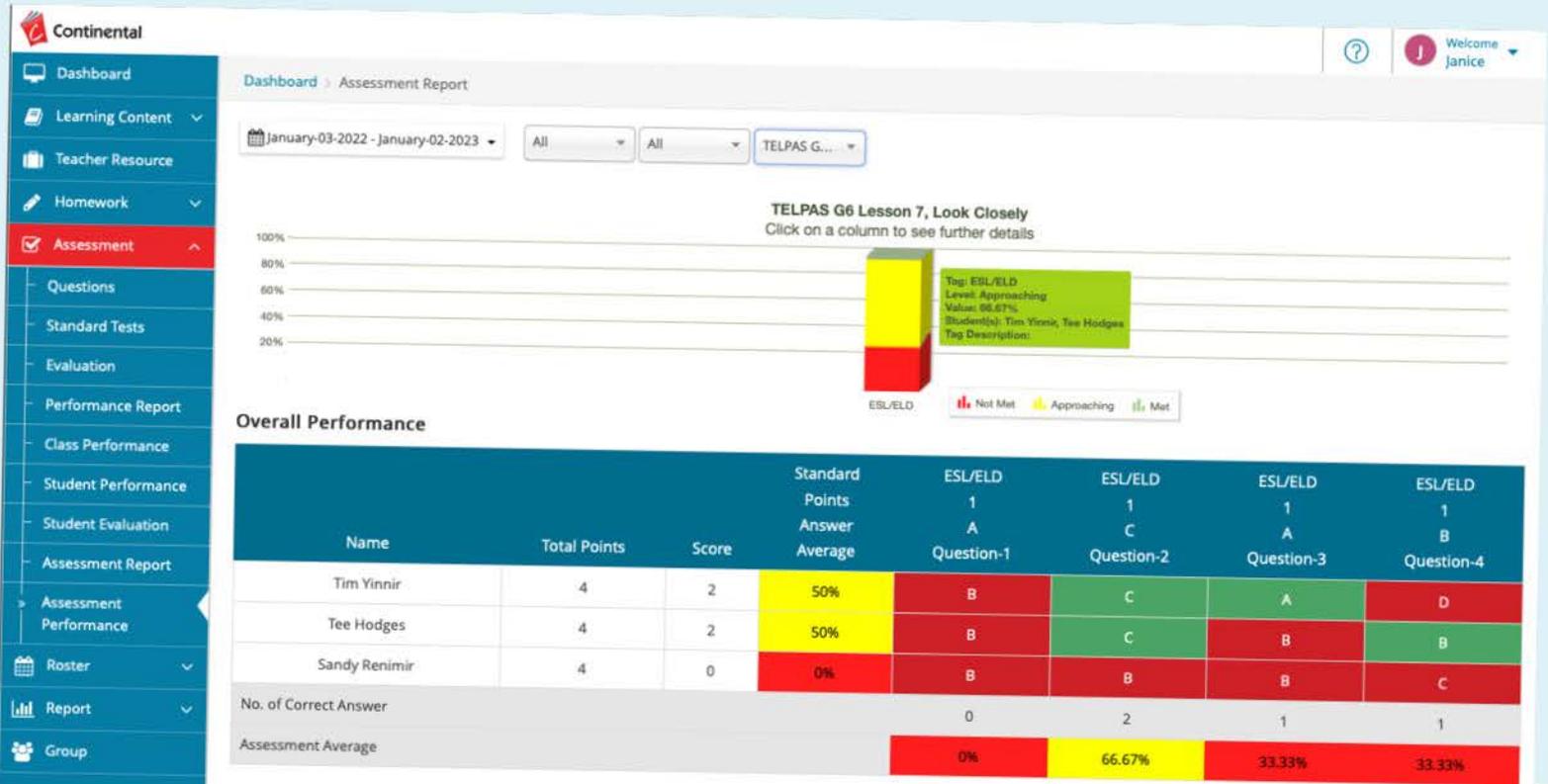


## Built-In Teacher Tools

# Student and Class Report by Lesson

Determine TELPAS readiness and pinpoint areas of need that need more work:

- % Class proficiency: not met, approaching, met
- Student's scores
- Student's multiple-choice answers, each identified by correct or incorrect



## More Teaching Support

The annotated teacher's edition (sold separately in eBook and printed formats) provides additional support to enrich student learning:

- Suggestions for administering each lesson
- Answer key
- Scoring rubrics
- Extension activities
- Learning activities to support each language domain
- ELPS Student Expectations and Proficiency Level Descriptors

1 Object Identification, I

Student Book  
**PAGE 11**

**Say:** Look at number 4. Take a moment to look at the picture.

*Pause about 10 seconds while students look at the picture.*

**Place an X on the sun.**

*Pause for students to mark an answer.*

1 Object Identification, I

LISTENING

Listen to the audio. Follow the direction you hear.

4

© The McGraw-Hill Companies, Inc. UNIT 1 Listening and Speaking 11

Item	Language Domain	Targeted Proficiency Level	Reporting Category
4	Listening	Beginning Intermediate	1—Demonstrate an understanding of spoken words and language structures necessary for constructing meaning in English

**ELPS Student Expectation:** 2(C) Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions

**Description:** Students will listen to a prompt and identify an object within an image or set of images by clicking on a hotspot: Conversational Language

EXTENSION ACTIVITY

1. Ask students to find objects in the classroom such as an eraser, paper clips, tape, a hole punch, markers, and a calendar. When students find an item, ask them to complete this sentence starter: *This is a \_\_\_\_.* Or *These are \_\_\_\_.*
2. When students have identified an object, have them tell or show how they would use it.
3. After students tell or show how they would use an object, ask them to give two- or three-step directions to a classmate so he or she can use the object to complete a task.

## Practice for All Students

We understand technology isn't readily available, reliable, or convenient in every school and home. That's why *Finish Line TELPAS* is available as printed student books— so all students have the chance to practice anytime, anywhere.



**Lesson 11** **How Do I Get There?** SPEAKING

Read the information below. You will use a map to give directions. When you are ready to speak, tell as much as you know.

Imagine you are at your friend Ahn's house. You and Ahn plan to walk to your friend Beto's house. Explain how you will get to Beto's house and what you will pass along the way.

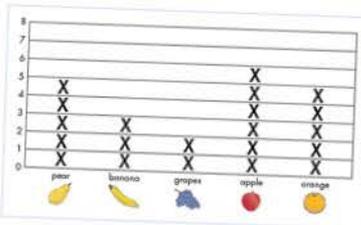


**19 Cloze Sentences, II** READING

Read the selection and choose the best answer to the question.

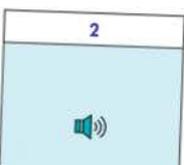
2. Mrs. Park is teaching her class about opinions. She asks the students to put an X on the chart in the column that shows the name of their favorite fruit. She tells the students they can only one fruit to be a favorite. Six students said apples are their favorite fruit. Pears and oranges are the favorite fruit of five students in the class. Three students picked bananas as their favorite fruit. Two students listed grapes as their favorite. Apples are the most favorite fruit. Grapes are the least favorite fruit of the class.

- (A) eat
- (B) choose
- (C) cut
- (D) tell



**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.



## Affordable Pricing

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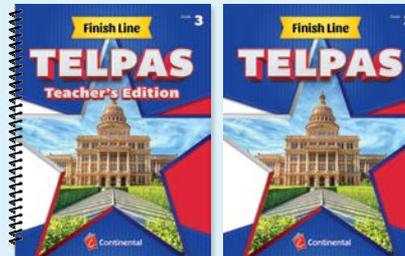


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Grades 2–12

