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4 Helping Hands

SPEAKING



Say: Look at the pictures. Listen to the question about the pictures. Then answer the question.

Introduction

Say: It takes many people, many tools, and many supplies to build a house.

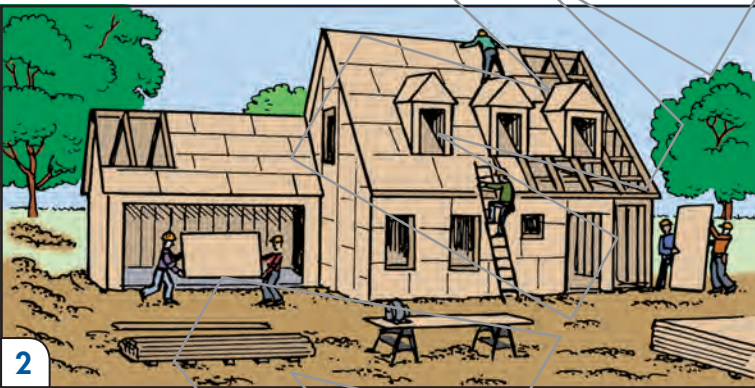
Question

Say: Tell me some steps to building a house.

3.



EXPANDING
Anchor 2
ToM.S.3-4.2



4 Helping Hands



Say: Look at the pictures. Listen to the question about the pictures. Then answer the question.

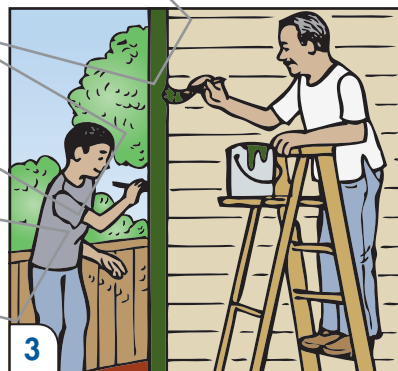
Introduction

Say: Community service means volunteering your time to help in areas of your community. There are many types of community service. Everyone has talents and abilities that they can share.

Question

Say: Tell me about some abilities you have and how you can use them to help your community.

4.



COMMANDING
Anchor 2
ToM.S.3-4.2



Say: You are about to begin the Listening portion of the lesson. Look at the directions at the top of the page. Read them to yourself as I read them out loud. You will hear a passage read to you. Then you will hear questions about the passage. Fill in the correct circle for each question.

Listen carefully to the passage and the questions. Each question will be read only once.

Do not turn the page until you are told to do so.

Now you will hear the passage. Listen carefully.

Read the passage.

Genre: Literary/Fable

Lexile® Measure: 700L–800L

Word Count: 735

Say: The Golden Windows

All day long the little boy worked hard, in field and barn, for his people were poor farmers and could not pay a workman; but at sunset there came an hour that was all his own. Then the boy would go up to the top of a hill and look across at another hill that rose some miles away.

On this far hill stood a house with windows of clear gold and diamonds. They shone and blazed so that it made the boy wink to look at them: but after a while the people in the house put up shutters, and then it looked like any common farmhouse.

One day the boy's father said: "You have been a good boy, and have earned a holiday. Take this day; try to learn some good thing."

The boy thanked his father; then he put a piece of bread in his pocket, and started off to find the house with the golden windows.

It was pleasant walking. His bare feet made marks in the white dust, and when he looked back, the footprints seemed to be following him, and making company for him. His shadow, too, kept beside him, and would dance or run with him; so it was very cheerful.

By and by he felt hungry; and he sat down by a brook and ate his bread. Then he scattered the crumbs for the birds, as his mother had taught him to do, and went on his way.

After a long time he came to a high green hill. There was the house on the top; but it seemed that the shutters were up, for he could not see the golden windows. He came up to the house, and then he could well have wept, for the windows were of clear glass, like any others, and there was no gold anywhere about them.

A woman came to the door, and asked him what he wanted.

"I saw the golden windows from our hilltop," he said, "and I came to see them, but now they are only glass."

The woman shook her head and laughed.

"We are poor farming people," she said, "and are not likely to have gold about our windows; but glass is better to see through."

She brought the boy a cup of milk and a cake; then she called her daughter, a child of his own age, and nodded kindly at the two, and went back to her work.

The little girl was barefooted like himself, and wore a brown cotton gown, but her hair was golden like the windows he had seen, and her eyes were blue like the sky at noon. She led the boy about the farm, and showed him her black calf with the white star on its forehead. Then when they had eaten an apple together, and so had become friends, the boy asked her about the golden windows.

The little girl nodded, and said she knew all about them, only he had mistaken the house.

"You have come quite the wrong way!" she said. "Come with me, and I will show you the house with the golden windows."

They went to a knoll that rose behind the farmhouse, and as they went the little girl told him that the golden windows could only be seen at a certain hour, about sunset.

"Yes, I know that!" said the boy.

When they reached the top of the knoll, the girl turned and pointed; and there on a hill far away stood a house with windows of clear gold and diamond, just as he had seen them. And when they looked again, the boy saw that it was his own home.

Then he told the little girl that he must go. He promised to come again, but he did not tell her what he had learned.

The way home was long, and it was dark before the boy reached his father's house; and when he opened the door, his mother came to kiss him, and his little sister ran to throw her arms about his neck, and his father looked up and smiled from his seat by the fire.

"Have you had a good day?" asked his mother.

Yes, the boy had had a very good day.

"And have you learned anything?" asked his father.

"Yes!" said the boy. "I have learned that our house has windows of gold and diamond."

Instruct the students to turn the page after you have finished reading.

Say: Please turn the page.



Say: Look at Question 1. What is the theme of the story?

- A** Be happy with what you have.
- B** It is good to learn a lesson on a holiday.
- C** It is nice to have some time for yourself.
- D** Treat others as you would like to be treated.

Pause about 10 seconds to allow students to respond.

Anchor 1
ToM.L.3-4.1

Say: Look at Question 2. Listen to these sentences from the passage again.

“One day the boy’s father said: ‘You have been a good boy, and have earned a holiday.’”

“Then he scattered the crumbs for the birds, as his mother had taught him to do, and went on his way.”

“Then when they had eaten an apple together, and so had become friends, the boy asked her about the golden windows.”

What do these sentences tell you about the boy?

- A** He is kind and obedient.
- B** He does not like his family.
- C** He wants more than he has.
- D** He plans to run away from home.

Pause about 10 seconds to allow students to respond.

Anchor 4
ToM.L.3-4.4

Say: Look at Question 3. How are the boy and the girl in the story alike?

- A** They are very poor.
- B** They have gold hair.
- C** They work very hard.
- D** They have blue eyes.

Pause about 10 seconds to allow students to respond.

Anchor 2
ToM.L.3-4.2



Say: Read the passages. Then answer the questions that follow. Fill in the correct circle.

Miss Mitchell's Comet

1 Maria Mitchell was the first American woman to earn a living as an astronomer, a scientist who studies space. Maria was born in 1818, and grew up on the island of Nantucket with her father William, her mother Lydia, and her nine sisters and brothers. William was a teacher, and Lydia was a librarian with a passion for reading—she worked in two circulating libraries, and she had read every book on the shelves of both. Maria, like her mother, spent her time reading. Maria's teacher—who was also her father—quickly concluded that this shy little girl had a brilliant mind.

2 When he wasn't teaching, William studied the heavens above. He even built a small observatory on his own land, so he could better see and learn about the stars. The US Coast Survey paid him one hundred dollars a year for his observations.



3 William believed that his daughters should be as well educated as his sons. He taught Maria the same lessons as his sons and gave her extra instruction in astronomy, which she loved. Unlike other girls of her time, Maria refused to spend time knitting and making lace. She often remarked, "A woman might be learning seven languages while she is learning fancy work."

4 Maria left public school at 16 and attended private school for another year. After this, she assisted her father in his work with the Coast Survey. Because of this work, famous professors often visited the Mitchell home. Maria enjoyed talking to and learning from them.

Genre: Informational/Science

Lexile® Measure: 900L–1000L

Word Count: 422



5 Maria wanted to spend her time studying, but her family needed her to help support them. Maria's older sister earned a good living as a teacher, but Maria chose to work as a librarian at the Nantucket library. While she earned little, the job allowed her to spend her days reading and learning all she could about astronomy. She worked at the library for 20 years.

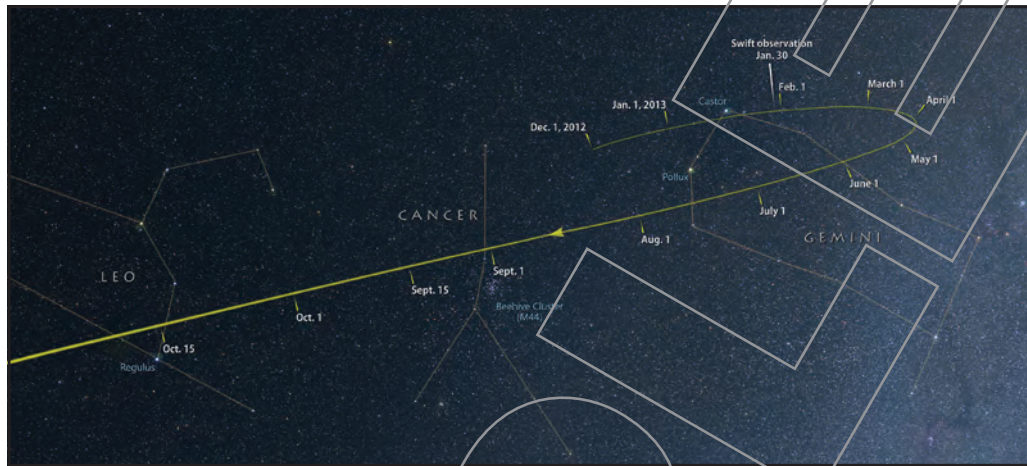
6 One night in October of 1847, Maria made an important discovery. While gazing through her telescope, she was startled to see an unknown comet. She quickly told her father, who wrote to Professor William C. Bond, director of the Observatory at Cambridge, to ask if anyone had seen this comet before. No one had.

7 Maria was awarded a medal for this discovery, and the comet was named "Miss Mitchell's Comet" in her honor. This was not her only accomplishment, however. Aside from being the first American woman to work as an astronomer, Maria was a professor and published several books and many articles.

The Comet ISON

1 In 2012, people everywhere were talking about ISON, a comet that was close to the planet Jupiter. Astronomers, scientists who study space, believed that ISON was going to travel very close to the sun. Comets travel in a large loop called an *orbit*. When a comet gets close to the sun, it becomes bright enough for people to see it without a telescope. ISON's orbit, however, would take it very close to the sun. This would make it extremely hot and bright. People would be able to see ISON in the sky for months.

Genre: Informational/Science
Lexile® Measure: 800L–900L
Word Count: 169



- 2 However, ISON was very far away—470 million miles away. “Comets can and often do fizzle out!” noted Karl Battams of the Sungrazer Comet Project. That appears to be what happened to ISON. Scientists lost track of it in late 2013.
- 3 Two men in Russia who study astronomy as a hobby discovered ISON. They saw the comet using a telescope called the International Scientific Optical Network (ISON), which is how the comet got its name.

SAMPLE



1. Using information from both passages, what can you conclude about the comet Maria Mitchell saw?

- (A) It had an orbit near Jupiter.
- (B) It was near the sun.
- (C) It quickly fizzled out.
- (D) It could be seen for months.

Anchor 2
ToM.R.3-4.2

2. Which sentence from the second passage best supports your answer to Question 1?

- (A) Comets travel in a large loop called an *orbit*.
- (B) Scientists lost track of it in late 2013.
- (C) "Comets can and often do fizzle out!" noted Karl Battams of the Sungrazer Comet Project.
- (D) When a comet gets close to the sun, it becomes bright enough for people to see it without a telescope.

Anchor 5
ToM.R.3-4.5



Say: Now read the directions below.

Both passages are about people interested in astronomy, the study of space. These people discovered comets that had never been seen before. What do you think it would be like to make an important discovery? In what area would you like to make a discovery? Write at least two paragraphs. Use details from the passage and your own ideas to help you write.

You may use this space to plan your answer for the question. Read the question and make notes below about how you might answer it. Do not write your final answer on this page. Your writing on this page will not be scored. Write your final answer on pages 139–140.

Turn the page and point to the checklist and writing lines.

Plan Your Answer

Use the space below to plan your writing and organize your thoughts. Do NOT write your final answer on this page. Your writing on this page will NOT be scored.

Write your final answer on the next two pages.

Large empty rectangular box for planning the answer.

GO ON



Say: This is where you will write your answer. Use the checklist to review your writing.

Instructional Note: Review the checklist if necessary. Make sure students understand the expectations for the writing assignment.

Say: Does anyone have a question?

Answer any questions students may have.

Anchors 1–3
ToM.W.3–4.1–3

Sample response: *I would like to make a discovery in medicine. I would like to find a way to stop people from getting colds. Everyone gets colds. Colds make you feel tired and stuffy. They get in the way of you doing things you want to do.*

It would be exciting to make an important discovery. I would be happy to help people. It would also be fun to win a prize or be rewarded for my discovery. Maria Mitchell won a medal for discovering a comet. Maybe I would win a medal too.

(Score using the rubric on page 186.)

Check Your Work

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Write complete sentences.
- Use correct grammar, punctuation, and spelling.



GO ON

