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

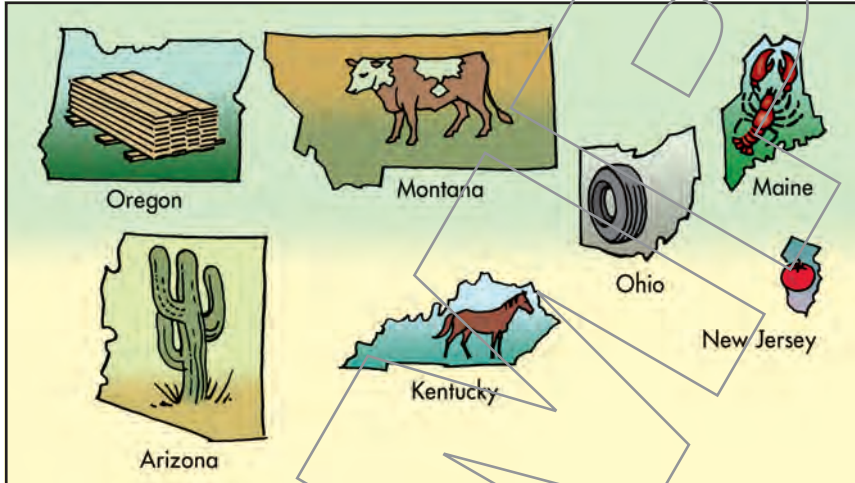
Introduction

Say: Different states are known for producing certain products. The product might be made in that state. Or, the state may have plentiful resources. **Maine is known for its lobster fishing** (*Point to MAINE*). **Kentucky is known for horse breeding and horse racing. Every year, the Kentucky Derby is held in Louisville, Kentucky** (*Point to KENTUCKY*).

Question

Say: What are some products that the other states are known for?

3.



EXPANDING
Anchor 2
ToM.S.5-6.2

EXTENSION ACTIVITY

Have students create a list of words related to travel and roads and the meanings of these words. Have students share a word from their list and have other students supply a meaning.



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

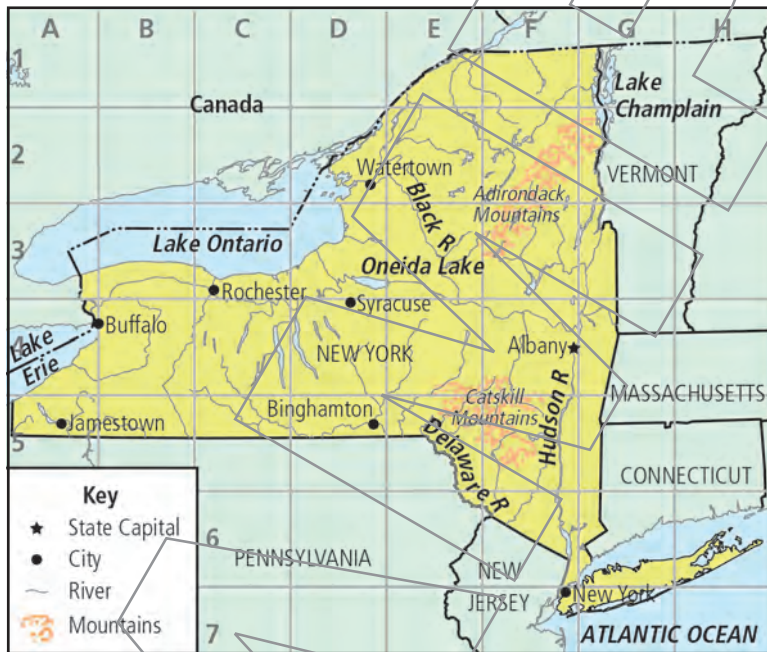
Introduction

Say: New York State is bordered by Pennsylvania to the south and Canada to the north. This map shows the cities, rivers, and mountains in New York State. The key tells what symbols are used on the map to mark specific places or natural resources. The star on the map shows that Albany is the state capital and it is near the Hudson River.

Question

Say: What can you learn from the map about Rochester and Buffalo?

4.



COMMANDING
Anchor 3
ToM.S.5-6.3





Say: 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.

Say: The Class Election

Election fever must have swept through the halls of Olivia Wong's school. A record six students from her eighth-grade class, including Olivia, had thrown their hats into the ring to run for class president. The winner would serve as class president the following year. Over the last month, Olivia had been busy campaigning for votes. She wanted to help lead her fellow classmates as they left middle school and headed to high school!

Each day, Olivia chatted with the students in the cafeteria to uncover the issues that were most important to them. As Election Day approached, it became clear that Olivia's stiffest competition was Brian Elders. Both an honors student and a terrific athlete, Brian was popular, and Olivia knew that defeating him would be a strenuous task.

The day before the election, the entire class turned out to listen to the candidates' campaign speeches. Scheduled to speak last, Olivia listened as the other candidates spoke to the crammed auditorium. A few had excellent ideas, but Olivia nearly giggled aloud at some of the candidates' suggestions. Olivia took pride in knowing that her campaign platform was based on real, possible change. She just hoped her classmates would appreciate what she had to offer.

Just then, Brian rose to deliver his speech, and Olivia's ears perked up.

"Hello, everyone. I'm Brian Elders, and I'm not going to make a bunch of promises that I can't keep," he said. "What I can do is promise to work as hard as possible to make our first year of high school a success. I'd really appreciate your vote tomorrow. Thank you."

Olivia was bewildered. She was certain that Brian would have prepared a speech as detailed and heartfelt as her own, but it seemed as if he hadn't prepared at all.

As Brian returned to his seat, Olivia rose and stepped up to the podium. Her voice never faltered as she promised to work with students to form new clubs to increase opportunities for participation in after-school activities. She explained her plan for a program to assist students in finding places to volunteer, and she even described a few fundraising projects that would help students raise money for a class trip to Washington, DC.

At the conclusion of Olivia's speech, the applause in the auditorium was deafening. A few students even jumped to their feet and chanted her name!

That night, Olivia found it nearly impossible to fall asleep. She was groggy the next morning, but she arrived at school early and stationed herself at the front entrance to greet potential voters.

"Good morning! Don't forget to cast your vote for Olivia Wong. Polls close at noon," she said as students entered the school.

Satisfied that she had greeted every student in her class, Olivia grabbed her books and raced to her first class just as the bell rang. After math class, Olivia hurried to the library. She had to do some research for a history assignment, so she settled in front of one of the computers. Absorbed in her work, Olivia made the mistake of forgetting to keep an eye on the time. When the noon bell rang, Olivia jumped and looked at the clock.

"Oh no!" she cried. "I never voted!"

Olivia sprinted to the auditorium to cast her ballot, but when she arrived, the ballot boxes were already gone. *How could I have let this happen?* she thought. She tried to reassure herself, thinking about the previous day's loud applause and chanting students.

"It's just one vote," she said. "That's nothing."

That afternoon, each second felt like an eternity. Olivia glanced at the clock: 2:29 exactly. She tapped her pen and bit a fingernail.

At 2:30, Ms. Hansberry's voice crackled over the loudspeaker. "The results of the eighth-grade election have been counted. Your new class president is..."

The school secretary paused. "Oh my, I think this is the closest presidential election we've ever had," she declared.

Olivia gripped her desk with white knuckles.

Ms. Hansberry continued, "The winner, by just ONE vote, is ... Brian Elders! Congratulations, Brian!"

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

Say: Please turn the page.

Genre: Literary/Realistic Fiction
Lexile® Measure: 900L–1000L
Word Count: 678



Say: Look at Question 1. Which sentence from the passage best shows that Olivia is nervous about the outcome of the election?

Anchor 4
ToM.L.5–6.4

- (A)** Olivia took pride in knowing that her campaign platform was based on real, possible change.
- (B)** Just then, Brian rose to deliver his speech, and Olivia's ears perked up.
- (C)** That night, Olivia found it nearly impossible to fall asleep.
- (D)** Satisfied that she had greeted every student in her class, Olivia grabbed her books and raced to her first class just as the bell rang.

Pause about 10 seconds to allow students to respond.

Say: Look at Question 2. What is the main theme of the passage?

Anchor 1
ToM.L.5–6.1

- (A)** Don't let others' opinions change your beliefs.
- (B)** Remember not to take setbacks too seriously.
- (C)** Always treat other people fairly.
- (D)** Every person's vote counts.

Pause about 10 seconds to allow students to respond.



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

The Hike

1 Yolanda was so excited she could hardly sleep. All the sixth graders in her school were going for a hike tomorrow. Yolanda had never been out of the city. The closest she had been to nature were field trips to the Botanical Center and playing in the park. Her backpack was full. She'd packed bottled water, snack bars, extra socks, and a flashlight.

2 Yolanda loved reading books about wilderness explorers. When she read about pioneer girls of the American West, she pretended she was a girl in a covered wagon. She knew it had been hard work, and they faced many dangers, but she was sure she could handle it. She was small for her age, but she was tough. Just ask the kids in her neighborhood!

3 It took an hour to get to the State Park, which surprised Yolanda. Who knew that a wilderness area was so close? They got out of the buses, and Ms. Holmes split them into groups, so that 15 kids would go with each teacher. Yolanda was disappointed to be in Mr. Weston's group.

He was a good science teacher, but he didn't look like much of an outdoorsman. "Well," she thought, "he probably knows more about nature than I do."

4 The kids started to follow Mr. Weston up the trail. "We will all meet back here in three hours!" shouted Ms. Holmes as her group headed off in the other direction.



Genre: Literary/Realistic Fiction

Lexile® Measure: 700L–800L

Word Count: 506



5 The trail was well worn, and the group followed it easily. The students identified rocks, trees, and plants they had studied. That was interesting enough, but Yolanda grew restless. They'd been gone almost two hours, and were supposed to be back in another hour. They'd seen no wild animals other than squirrels and birds.

6 After another hour of tramping, the other kids were getting tired and couldn't wait to get back to the bus. Yolanda was disappointed. She scuffed along and grumbled a little about not having seen any real nature. She was lagging behind the others in an especially thick part of the woods when she heard a noise. Suddenly, a huge deer leaped across the path right in front of her and dashed into the woods like an arrow shot from a bow!

7 "Yaaciiii!" Yolanda screamed like a baby. The kids in front of her, as well as Mr. Weston, came running back down the trail. They caught just a glimpse of the fleeing deer.

8 "Are you all right, Yolanda?" Mr. Weston asked. When he saw she was, he added, "That was a beautiful buck. It had at least 12 points on its antlers, and you saw it up close!"

9 Yolanda was ecstatic! Seeing a deer up close was a lot different than reading about one in books. She never dreamed they were so big or so fast! Also, Mr. Weston apparently was more of an outdoorsman than Yolanda had suspected. On the ride home, she thought to herself that maybe it was just as well that she wasn't crossing the country in a covered wagon.

EXTENSION ACTIVITY

Have students work in pairs to create additional lines of dialogue. Tell them to write the dialogue on the board or on chart paper and insert the correct punctuation. Display each paper and have the rest of the students evaluate it for accuracy.



1. Read these sentences from the passage again.

“The trail was well worn, and the group followed it easily. The students identified rocks, trees, and plants they had studied. That was interesting enough, but Yolanda grew restless.”

Anchor 1
ToM.R.5–6.1

Which phrase tells what Yolanda did?

- A Grew restless
- B Followed it easily
- C Identified rocks
- D Was interesting enough

2. Why was Yolanda disappointed to be in Mr. Weston’s group?

- A She liked Ms. Holmes very much.
- B Her friends were in the other group.
- C She didn’t think he knew much science.
- D She didn’t think he was an outdoorsman.

Anchor 4
ToM.R.5–6.4

3. What does the word ecstatic mean in paragraph 9?

- A Insulted
- B Thrilled
- C Puzzled
- D Troubled

Anchor 3
ToM.R.5–6.3



Say: Now read the directions below.

In the passage, Yolanda goes to a new place and sees something that she has never seen before. When have you had a new experience? What did you see? How did you feel? Write two paragraphs telling about a new experience that you had. Use information 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 135 and 136.

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.

SAFARI

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.5–6.1–3

Sample response: *Last summer, my uncle got a*

small boat. He wanted to use it to go fishing.

I had never been in a boat before. And I had

never gone fishing before. One Saturday, Uncle

Miko took me out on the river. I was nervous at

first. He drove the boat to a deep area. I could

feel the spray from the water. It was a lot of fun.

Then he showed me how to fish. He helped

me put the bait on the hook. He showed me

how to cast the line. I didn't think I would catch anything. I just thought it was fun to try.

Then there was a tug at my line! Uncle Miko helped me reel in my fish! It was a big one!

Then he showed me how to remove the hook gently. We threw the fish back in the water

so it could live. We had a great day.

(Score using the rubric on page 176.)

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

