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4 The Neighborhood

SPEAKING



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

Introduction

Say: Police officers are public servants who help to make neighborhoods safer. In some neighborhoods, officers patrol in cars. They drive through slowly to keep an eye out for anything unusual. Officers in cars can respond quickly to problems. In other places, officers may patrol a neighborhood on foot. They walk through their assigned neighborhood. They get to know the people who live there. The neighbors may tell them when there are problems.

Question

Say: Which is better for your neighborhood, police in a patrol car or on foot? Why do you think so?

3.



EXPANDING

Anchor 3
ToM.S.7–8.3

4 The Neighborhood

SPEAKING



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

Introduction

Say: Hakim walks through his neighborhood. Hakim likes his neighbors. He wants to be a good neighbor.

Question

Say: What type of characteristics does a good neighbor have, and what does a good neighbor do?

4.



COMMANDING

Anchor 3

ToM.S.7–8.3

The Body's Challenges



LISTENING

The activities in the Listening section of the Listening/Reading/Writing unit should be read to the students. An optional audio CD is also available.

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.

Say: King Midas

In a part of Greece called Phrygia, there lived a greedy king named Midas. One day, a servant of the god Bacchus wandered off and got lost in Midas's garden. When Midas returned the man to Bacchus, the god was grateful and asked graciously, "What might you like to have in return, Midas? Whatever your wish, I will make it come true."

Midas replied without an instant of hesitation, "Oh, that's easy! I want everything that I touch to turn to gold."

Bacchus raised his eyebrow a bit in consternation, for he was a god and could foresee the problems that Midas would bring upon himself. While inwardly scoffing at the greed and ignorance of mortals, Bacchus nevertheless granted Midas's wish. "So it shall be, Midas," promised Bacchus, and then he disappeared.

Midas could scarcely believe his ears. Could this really have happened? Slowly, gently, he reached out to touch a tree. Instantaneously, it became a glittering tree sculpture of pure, solid gold. Midas howled with delight.

Leaping forward, he touched a new spot on the ground, and the grasses and dirt turned to gold, too. Shaking with joy, he danced, he sang, he nearly cried with anticipation and ecstasy. No one on Earth would ever be richer than he was!

Midas went on turning everything to gold for nearly an hour; then he decided to sit down and eat his lunch. When his servants brought it to him, however, he reached for his water glass, and it—and the water inside—turned to gold. Realizing that he could not touch anything without it turning to gold, he made a servant feed him a grape. But when the grape touched his tongue, it, too, turned to gold. Midas realized he would soon die of hunger or thirst.

Humbled and terrified, Midas ran off to find Bacchus, who surely was expecting him. When Midas begged Bacchus to reverse his gift, Bacchus once again agreed graciously and sent him to wash in a river. When Midas washed in the Pactolus River, the river became rich with sands of gold, and Midas returned to normal once again.

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

Say: Please turn the page.

Genre: Literary/Myth

Lexile® Measure: 900L–1000L

Word Count: 354

7 The Body's Challenges

LISTENING



Say: Look at Question 1. Listen to these sentences from the passage again.

“Midas howled with delight. Leaping forward, he touched a new spot on the ground, and the grasses and dirt turned to gold, too. Shaking with joy, he danced, he sang, he nearly cried with anticipation and ecstasy. No one on Earth would ever be richer than he was!”

Anchor 4
ToM.L.7–8.4

Which phrase from the passage helps you understand how Midas feels about receiving his wish?

- (A) Touched a new spot
- (B) Leaping forward
- (C) Nearly cried
- (D) Shaking with joy

Pause about 10 seconds to allow students to respond.

Say: Look at Question 2. Listen to this sentence from the passage.

“Bacchus raised his eyebrow a bit in consternation, for he was a god and could foresee the problems that Midas would bring upon himself.”

Anchor 3
ToM.L.7–8.3

What does the word consternation mean in this sentence?

- (A) Amusement
- (B) Dismay
- (C) Glee
- (D) Fear

Pause about 10 seconds to allow students to respond.

Say: Look at Question 3. Listen to these sentences from the passage again.

“Midas replied without an instant of hesitation, ‘Oh, that’s easy! I want everything I touch to turn to gold!’

“Bacchus raised his eyebrow a bit in consternation, for he was a god and could foresee the problems that Midas would bring upon himself. While inwardly scoffing at the greed and ignorance of mortals, Bacchus nevertheless granted Midas’s wish.”

Anchor 1
ToM.L.7–8.1

What word or phrase tells the main idea of this passage?

- (A) Forsee the problems
- (B) The greed and ignorance of mortals
- (C) Turn to gold
- (D) Bacchus

Pause about 10 seconds to allow students to respond.



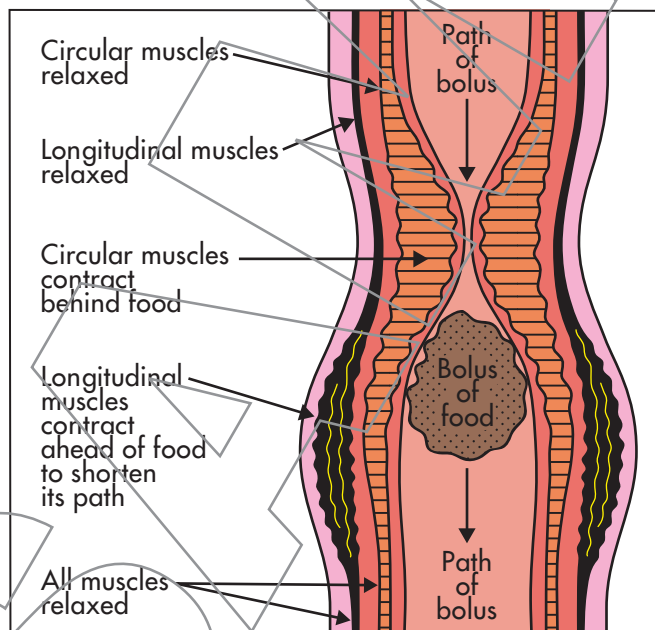
Say: Read the passage. Then answer the questions that follow. Fill in the correct circle.

Moving Right Along

1 Astronauts in space are weightless. You've probably seen images of them floating around the space shuttle as they conduct experiments, run tests, and even eat and drink unfettered by the pull of gravity. Perhaps you have wondered how they keep food down. How can food pass through their digestive systems while they're floating upside down?

2 It's true that food moves down our bodies, but digestion does not work by means of gravity. It depends on a process of muscle action called peristalsis. Peristalsis is a complicated process, but there's a simple way to picture it. Have you ever lost a drawstring from a sweatshirt and had to work it back in? You push a bit of the drawstring through with your fingers, bunching up the cloth. Then you pull the cloth smooth behind it. You repeat the process little by little until the string is through. The biological process of peristalsis works somewhat like that.

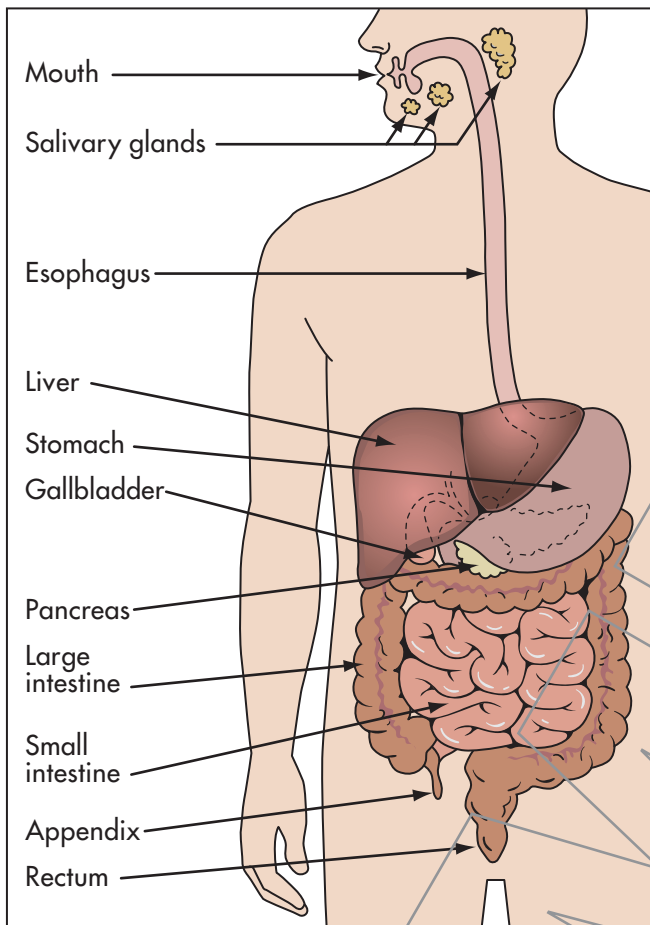
PERISTALSIS IN THE ESOPHAGUS



Genre: Informational/Science
Lexile® Measure: 900L–1000L
Word Count: 509



HUMAN DIGESTIVE SYSTEM



3 So now that you understand peristalsis, let's return to digestion. Digestion is the process of breaking down nutrients, that is, food, from the environment into molecules and transferring them into the circulatory system. The blood then does its job of transporting the nutrients to the cells, where they are used in various cellular functions. The human digestive system is a tube six to nine meters (20 to 30 feet) long, and consists of several parts: mouth, esophagus, stomach, small intestine, and large intestine. In each part, muscle action and chemicals produced by the body help process nutrients. In the mouth, you control the muscle action by pushing food against your teeth with your tongue, chewing, and swallowing. Swallowing pushes the soft, wet mass, called a bolus, into the esophagus. From there, peristalsis takes over.

4 You have no control over peristalsis; it is an autonomic function of your nerves and muscles. The presence of a bolus in the food tube stimulates muscles above the bolus to contract, while simultaneously other nerves stimulate muscles below the bolus to relax. The bolus is pushed along little by little, down the esophagus to the stomach.



5 In the stomach, this partly digested food is mixed with chemicals, including enzymes, and further broken down. The processed food, called chyme, is then pushed by peristalsis from the stomach into the small intestine, where most of the work of digestion actually takes place, aided by chemicals from the liver and gallbladder. Peristalsis pushes the digested nutrients through the intestine, where the broken-down carbohydrates, fats, and proteins are absorbed into the blood. Indigestible waste moves by peristalsis into the large intestine. There, water and salts are absorbed. Finally, peristalsis moves the waste into the rectum. From there it is passed out of the body.

6 You can't observe peristalsis in your own body, of course, but you can observe it in nature. Have you ever seen the way an earthworm moves? One part of its body contracts while another part stretches. That's peristalsis in action. And peristalsis happens that way whether you are sitting at a table in the lunchroom or floating in space.

1. What is the central focus of this passage?

- (A) Space shuttle astronauts
- (B) The functions of organs in the human digestive system
- (C) The breakdown and absorption of nutrients in food
- (D) The process of peristalsis in the human digestive system

Anchor 1
ToM.R.7–8.1

7 The Body's Challenges

READING



2. Which phrase from the passage describes what happens when a bolus is in the esophagus?

- (A) Mixed with chemicals
- (B) Absorbed into the blood
- (C) Passed out of the body
- (D) Stimulates muscles above the bolus to contract

Anchor 2
ToM.R.7-8.2

3. Read these sentences from the passage again.

“You have no control over peristalsis; it is an autonomic function of your nerves and muscles. The presence of a bolus in the food tube stimulates muscles above the bolus to contract, while simultaneously other nerves stimulate muscles below the bolus to relax.”

Which phrase helps you understand the meaning of autonomic?

- (A) Nerves and muscles
- (B) No control over
- (C) Stimulates muscles
- (D) Presence of a bolus

Anchor 3
ToM.R.7-8.3

7 The Body's Challenges

WRITING



Say: Now read the directions below.

Peristalsis is an important function in your body that you have no control over. What are some other things that your body does on its own, without your control? Write one paragraph explaining two autonomic functions of your body. Use information from the passage and your own ideas to support your answer.

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 page 48.

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 page.

GO ON 

7 The Body's Challenges

WRITING



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, 2, 4
ToM.W.7-8.1, 2, 4

Sample response: *The heart beating and blood*

moving through your body are two autonomic

functions. Your heart beats regularly. You cannot

stop it. It always beats to keep you alive. Your

heart pumps blood. The blood moves through

your body without you controlling it. It knows

where to go, and you do not need to direct it.

Your body does other things to keep you alive.

You do not have to think about them or control

them, but your body does them.

(Score using the rubric on page 190.)

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.



STOP

