

NEW YORK

Curriculum Support

2024

PreK–12 CATALOG

- New York Learning Standards
- English Learners / ENL
- Reading & ELA
- Mathematics
- Science
- Next Generation



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Next Generation ELAP and MAP

Grades 3–8

Prepare for the 2024 New York State Test with updated assessment practice.

Pages 38–41, 50–53



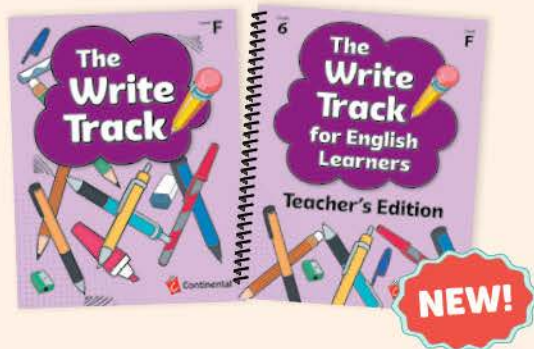
New York Next Generation ELA and Math

Grades 1–8

Reinforce the NYS Next Generation Learning Standards with instructional lessons.

Pages 42–45, 54–57

Helping Your English Learners Grow as Writers



The Write Track for English Learners

Grades K–12

Give English learners focused instruction to gain confidence with classroom writing.

Pages 12–17



My Language Journal

Grades K–12

Develop content vocabulary and practice writing skills through visual-based activities.

Pages 18–19

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Jump Start New York

Daily Review for Intervention and Summer Learning

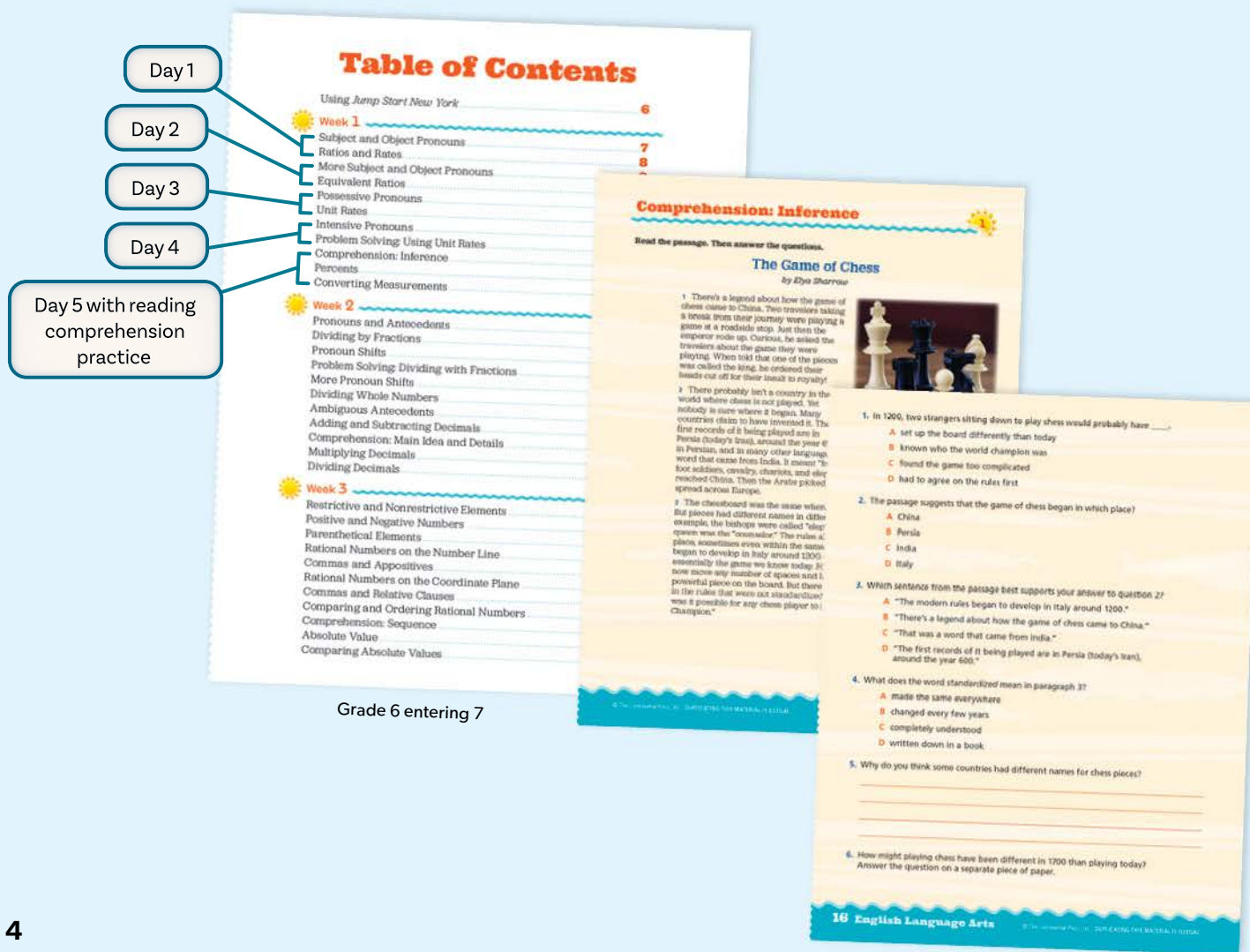
Jump Start New York gives students daily ELA and math review to build and maintain core skills learned over the school year.

Components—See pages 4–7.

- Student books, printed and interactive eBook

Student Books

- Aligned to **NYS Next Generation Learning Standards** at grade level
- Simply presented **ELA and math lessons** with real-life topics
- **9 weeks of 10 lessons per week** in each book
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- **Audio** for reading comprehension passages
- **English-Spanish glossary** for ELA and math terms and cut-out math tools



Grade 6 entering 7

Perforated pages



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at ContinentalPress.com.

Problem Solving: Volume

Solve.

- A pizza box is $1\frac{1}{2}$ feet by $1\frac{1}{2}$ feet by $\frac{1}{2}$ foot. What is the volume of the box?
_____ ft³
- A floor speaker has a base of $1\frac{1}{2}$ square feet. The height of the speaker is 2 feet. What is the volume of the speaker?
_____ ft³
- A suitcase has a volume of $\frac{3}{32}$ cubic meter. It is $\frac{3}{8}$ meter long and $\frac{1}{4}$ meter wide. How tall is the suitcase?
_____ m
- Yoko is carving a block of wood that has a volume of $127\frac{1}{2}$ cubic centimeters. The base of the block has an area of 15 square centimeters. What is the height of the block?
_____ cm

Use the diagrams of two shipping boxes to answer the question.

Box A: $2\frac{1}{2}$ ft by $2\frac{1}{2}$ ft by $2\frac{1}{2}$ ft

Box B: $2\frac{1}{2}$ ft by $2\frac{1}{2}$ ft by $2\frac{1}{2}$ ft

5. Which statements about the figures are true? Select all that apply.

- Box A's base is greater than box B's base.
- Box B's base is greater than box A's base.
- The bases of box A and box B are equal.
- Box A has a greater volume than box B.
- Box B has a greater volume than box A.
- The boxes have equal volumes.

108 Math

Grade 6 entering 7

Using Probability Models

A probability model can help you draw conclusions about probability and make predictions.

Use the gameboard below to answer the questions.

R	B	G
B	R	B
G	B	R

- What is the theoretical probability of a paper clip landing on each color? Write your answers as decimals to the nearest hundredth.
Red: _____
Blue: _____
Green: _____
- Conduct an experiment. Toss a small button or other marker onto the gameboard 40 times. Tally each result below. If the marker lands on more than one square, choose the color the greater part falls on. Then find the experimental probability of landing on each color.
Tally: _____ Experimental probability: _____
Red: _____
Blue: _____
Green: _____
- Compare the theoretical probabilities to the experimental probabilities. If there are discrepancies between them, explain why.

136 Math

Root Words

Many words come from Greek or Latin root words. If you know the meaning of the root, you can understand many additional words.

Root	Meaning	Example	Root	Meaning	Example
act	put in motion	react	ject	throw	project
aud	hear	auditory	vac	empty	vacuum
dict	say	predict			

Draw a line to match each word to its definition.

- a large hall where people listen to a performance
auditorium
- an exchange between two people
transaction
- to speak the opposite of
contradict
- to clear everyone out of a building
evacuate
- to present something for review or a decision
submit
- something that is forced into the body through a needle
injection

Complete each sentence with the correct word from the box.

activate ejected emit inaudible vary

- These dark red roses _____ the most wonderful.
- When asked for their _____, the jury said, "Not guilty."
- Sign up now to _____ your free 30-day trial.
- Yulan spoke so softly that she was completely _____.
- As the test plane broke up, the pilot was _____.
- Space isn't a true _____ because it contains _____.

English

English Language Arts End-of-Book Review

Answer each question.

- In which sentence does the word wind mean "to move in a zig-zag direction"?
A. The wind tore dead branches from the trees.
B. Please wind this yarn into a ball.
C. Several streams wind through the field and meet.
D. The wind was knocked out of me when I fell.
- Cross out the six incorrect words in this paragraph. Write the correct forms of the words above them.
Did you here the news, Kyle? You going to be surprised. In too weeks, you're best friend is moving back from California. His parents sold there house there.
3. Write the synonym for the boldface word in each sentence.
The flake is tiny, but the defect reduces the diamond's value.
The old car was temperamental, and whether it would start was unpredictable.
The affluent live in this part of town because only the rich can afford these houses.

NYS Next Generation
Learning Standards

27-28 Comprehension: Main Idea and Details

Read the passage and answer the questions.

Page 22 Problem Solving: Dividing with Fractions (NY 6.NS.2)

Page 23 More Pronoun Shifts (NY 6-RL.2)

Page 24 Dividing Whole Numbers (NY 6.NS.2)

Page 25 Ambiguous Antecedents (NY 6-RL.2)

Page 26 Adding and Subtracting Decimals (NY 6.NS.3)

Page 27 Restrictive and Nonrestrictive Elements (NY 6-RL.2)

Page 28 Positive and Negative Numbers (NY 6.NS.3)

Page 29 Multiplying Decimals (NY 6.NS.3)

Page 30 Answer Key

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Comprehension: Inference

Read the passage. Then answer the questions.

The Game of Chess

by Elya Sharrouf

1 There's a legend about how the game of chess came to China. Two travelers taking a break from their journey were playing a game at a roadside stop. Just then the emperor rode up. Curious, he asked the travelers about the game they were playing. When told that one of the pieces was called the king, he ordered their heads cut off for their insult to royalty!

2 There probably isn't a country in the world where chess is not played. Yet nobody is sure where it began. Many countries claim to have invented it. The first records of it being played are in Persia (today's Iran), around the year 600. But the name of the game in Persian, and in many other languages, is "shatranj." That was a word that came from India. It meant "four divisions of the army"—foot soldiers, cavalry, chariots, and elephants. By 800, the game had reached China. Then the Arabs picked it up, and by 1000, it had spread across Europe.

3 Which sentence from the passage best supports your answer to question 2?

A "The modern rules began to develop in Italy around 1200."

B "There's a legend about how the game of chess came to China."

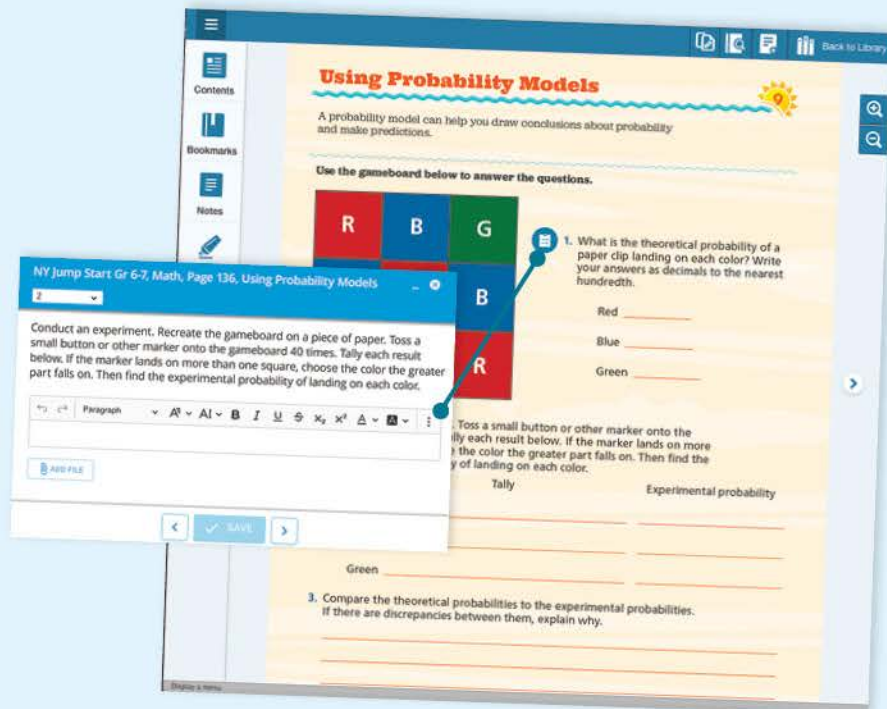
C "That was a word that came from India."

D "The first records of it being played are in Persia (today's Iran), around the year 600."

4 Why do you think some countries had different names for chess pieces?

5. Why do you think some countries had different names for chess pieces?

6. How might playing chess have been different in 1700 than playing today? Answer the question on a separate piece of paper.



Grade 6 entering 7



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Teacher
Management

Performance Report

Assign Date: April 1-2021 - May 20-2021

Class: Ms. Guzman

All Contents All Questions Sort By: Assessment

First Name	Last Name	Jump Start Grs 2-3, Math, Pg 8, Addition Facts	Jump Start Grs 2-3, Math, Pg 10, Subtraction Facts
Callie	Russo	83.33%	100%
Ivan	Telenko	50%	Evaluation Pending
Jorge	Rivera	66.67%	83.33%
Leng	Arun	33.33%	Not Submitted
Marisol	Hernandez	83.33%	66.67%

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Grade 2/3	grade 2 entering grade 3	NX2015-6	NX2023-1
Grade 3/4	grade 3 entering grade 4	NX2016-3	NX2024-8

Book	for Students	Printed Books	eBooks
Grade 4/5	grade 4 entering grade 5	NX2017-0	NX2025-5
Grade 5/6	grade 5 entering grade 6	NX2018-7	NX2026-2
Grade 6/7	grade 6 entering grade 7	NX2019-4	NX2027-9
Grade 7/8	grade 7 entering grade 8	NX2020-0	NX2028-6

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To Order

Finish Line New York ELLs, Second Edition

Prepare for the NYSESLAT

Finish Line New York ELLs, Second Edition features practice lessons to help English language learners prepare for the NYSESLAT exam.

Components—See pages 8–11.

- Student books, printed and interactive eBooks
- Annotated teacher’s editions, printed and eBooks

Student Books

- Books are aligned to the Linguistic Demands of the New Language Arts Progressions and **Targets of Measurement (ToMs)**.
- Lessons address the tested modalities of **speaking, listening, reading, and writing**.
- To mirror the NYSESLAT, each lesson is created around a **central theme** that ties to a content area in the classroom.
- As on the test, students will answer **multiple-choice and constructed-response items**. Questions include short, extended, and oral response, depending on modality. Graphics support text-based questions.
- Listening, reading, and writing are integrated as one unit, and speaking is a dedicated unit to **mimic test administration**.
- The last unit **transitions students to the New York State Test** and includes Next Generation Learning Standards (grades 3–8).

Themed lessons across four language domains

NYSESLAT format

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UNIT 1 Speaking

- LESSON 1 School Days
- LESSON 2 Food and Nutrition
- LESSON 3 Communities
- LESSON 4 Helping Hands
- LESSON 5 Reduce, Reuse, Recycle
- LESSON 6 Health and Safety

UNIT 2 Listening/Reading/Writing

- LESSON 7 Land and Sea
- LESSON 8 America's Story
- LESSON 9 Relationships
- LESSON 10 Energy
- LESSON 11 Living Environment
- LESSON 12 Discoveries

UNIT 3 Transition to ELA

- SESSION 1 Informational
- SESSION 2 Literary

Student Book, Grade 4

4 Helping Hands

SPEAKING

Directions
Look at the pictures. Listen to the question about the pictures. Then answer the question.

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



3. Tell me some steps to building a house.

20 UNIT 1 Speaking

4 Helping Hands

SPEAKING

Directions
Look at the pictures. Listen to the question about the pictures. Then answer the question.

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.



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

UNIT 1 Speaking


21

Audio for listening passages

12 Discoveries

Directions
You will hear a passage read to you. Then you will hear questions about the passage. Fill in the correct circle for each question.

The Golden Windows

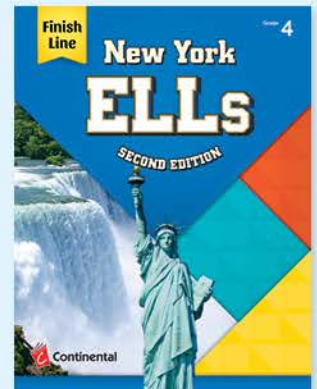


Do not turn the page until you are told to do so.

12 Discoveries

- 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.
- What do these sentences tell you about the boy?
 - A He is kind and obedient.
 - B He does not like his family.
 - C He works more than he has.
 - D He plans to run away from home.
- 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.

UNIT 2 Listening/Reading/Writing

View samples of all grades at ContinentalPress.com.

Informational and literary texts

12 Discoveries

Directions
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 15 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.

5. Which phrase from the passage helps tell where Maria Mitchell lived and worked?

- A The US Coast Survey
- B In 1818
- C On the island of Nantucket
- D In October of 1847

6. Which sentence from the passage "Miss Mitchell's Comet" helps you understand that Maria was eager and determined?

- A Maria wanted to spend her time studying, but her family needed her to help support them.
- B She often remarked, "A woman might be learning seven languages while she is learning fancy work."
- C While she earned little, the job allowed her to spend her days reading and learning all she could about astronomy.
- D He taught Maria the same lessons as his sons and gave her extra instruction in astronomy, which she loved.

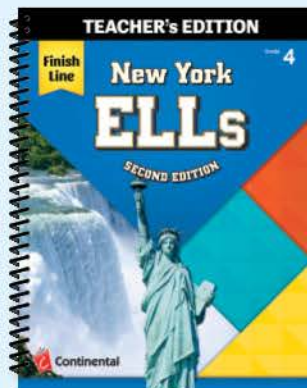
UNIT 2 Listening/Reading/Writing

Student Book, Grade 4

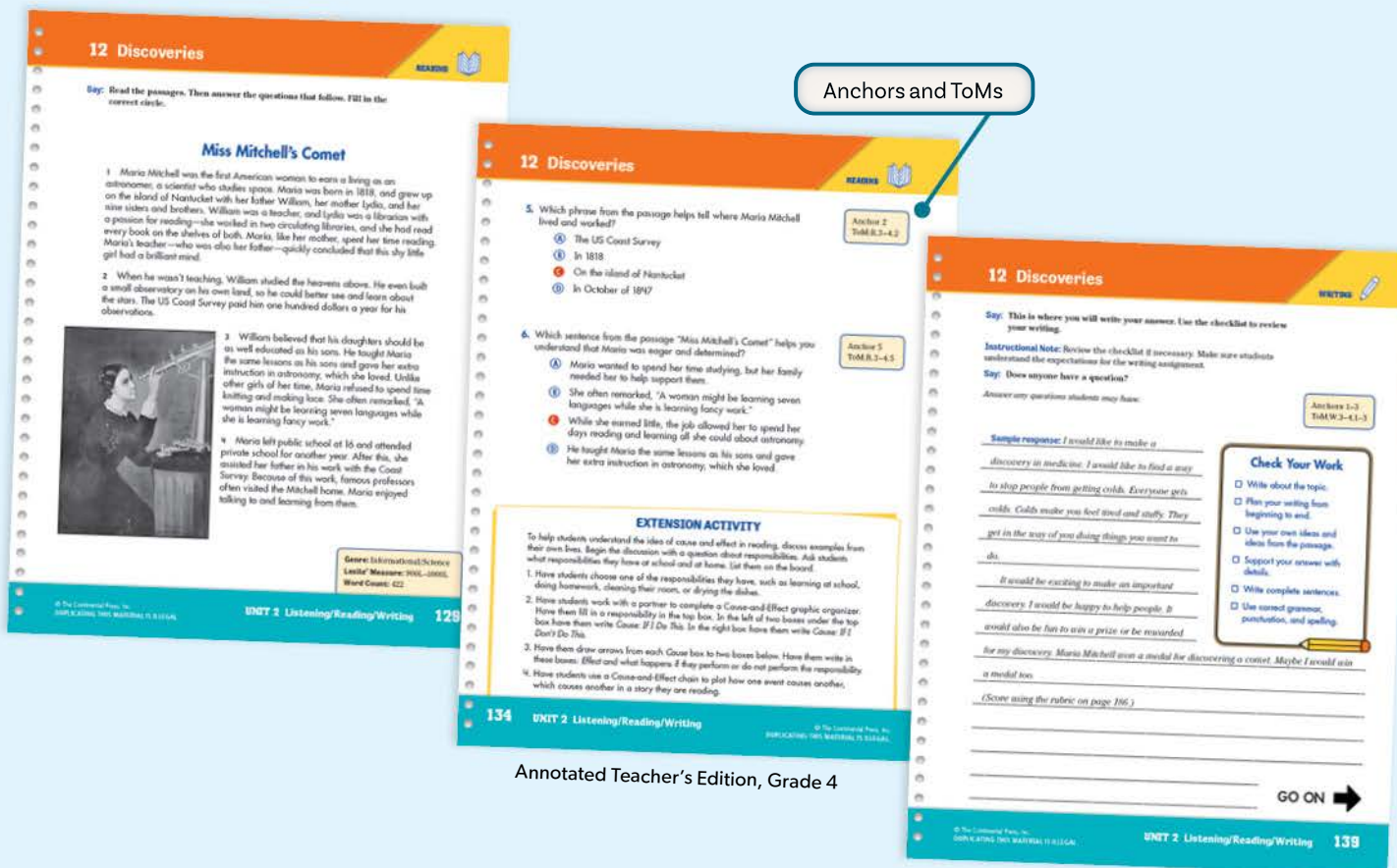
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Grade 4	NX0921-2	Grades 9–12	NX0926-7

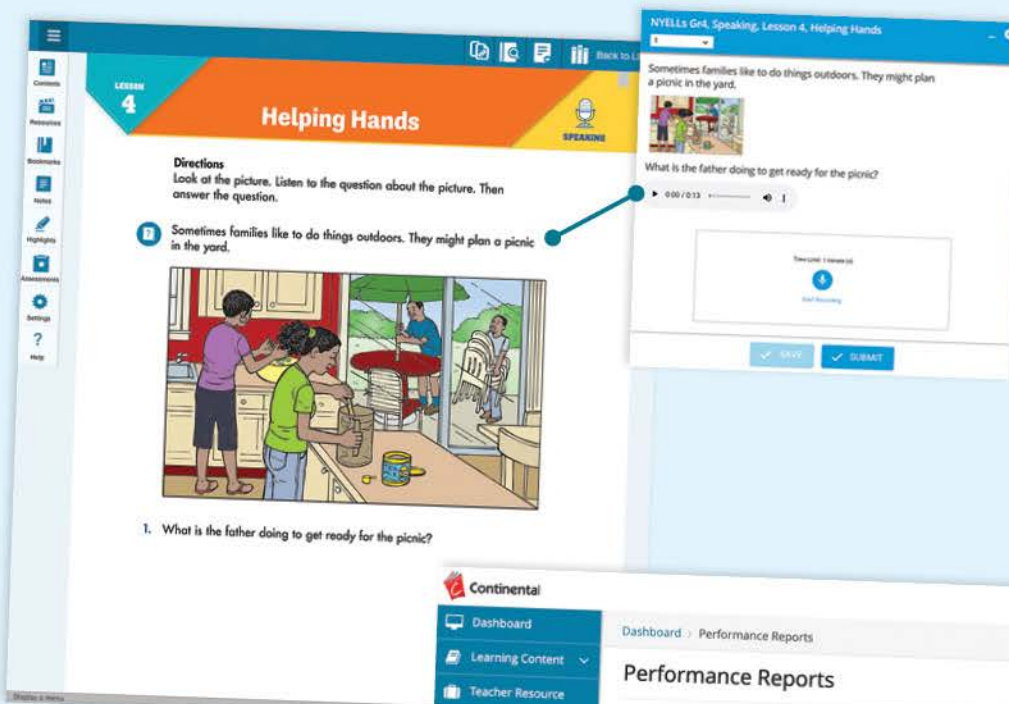
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Student Page, Grade 4

Teacher Management

Performance Reports

May-11-2021 - May-11-2022 | New York Grade 3_ENL | Finish Line New York ELLs, S... | Finish Line New York ELLs

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	ESL/ELD	Grade 3	Listening	Reading	Speaking	Writing
Raul Sanchez	65.48%	66.28%	- 70.61%	40.75%	77.78%	72.23%	91.67%
Don Lousard	66.67%	44.46%	- 70.26%	25.93%	77.78%	77.42%	100%
Siam Lertz	63.3%	23.16%	- 68.76%	77.78%	88.89%	75%	83.34%
Sara Neu	21.67%	21.67%	- 60.88%	29.63%	88.89%	50%	75%
Brian Conner	51.2%	17.07%	- 33.34%	11.12%	8.34%	47.23%	66.67%
Emily Montil	35.9%	11.97%	- 13.2%				

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The Write Track for English Learners



Instruction to Prepare ELs for Writing Assignments

The *Write Track for English Learners* offers comprehensive writing instruction to help ELs develop their written communication skills and gain confidence with classroom writing assignments and state testing requirements.

- For English language proficiency levels 2–5
- Multiple writing genres and teaching support
- Connections to language expectations (narrate, inform, explain, argue) and Common Core

Components—See pages 12–17.

- Student books, printed and interactive eBooks
- Annotated teacher's editions, printed and eBooks

Student Books

Lesson format:

Part #1: Skill introduction

Part #2: Guided practice with tips and reminders

Part #3: Independent practice

Four units progressively build writing skills

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Student Book, Level C

PART #1

Lesson 2 Word Parts

Many words are made up of different parts. A word may have a **prefix**, a **root word**, and a **suffix**. Knowing what some or all of the parts mean can help you figure out the meaning of the word.



The word unfriendly means "not like a friend."

Prefixes

A **prefix** is a word part added to the beginning of the word. A prefix changes the meaning of the root word to make a new word.

un- + happy = unhappy

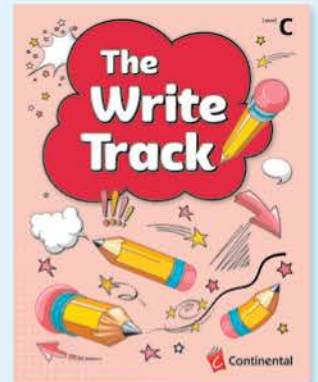
Prefix Chart		
Prefix	Meaning	Example
dis-	not, opposite of	disappear
in-	in, not	inactive
pre-	before	preschool
re-	back, again	rewrite
un-	not	unpleasant

Add a prefix from the chart above to each root word to make a word that fits the new meaning.

Prefix	Root Word	New Meaning	New Word
	heat	heat before	
	agree	not agree	
	turn	turn back	

“An excellent tool for building students’ writing!”

— ELD Teacher, Grades 9-12



View lessons from all grades and request a sample book at ContinentalPress.com.

Hint boxes provide scaffolding for extra support

PART #2

Guided Practice

Answer the questions.

What is the root word of unlikely?

A like
B likely
C unlike
D not like

Hint: The root word is what is left if you take away the prefix and suffix.

What does the word inexpensive mean?

A not costly
B high priced
C very valuable
D more expensive

Hint: Remember the prefix in- means “not.” Expensive means “costly.”

Unit 1 Language Conventions

Add a suffix from the chart on page 27 to each root word to make a word that fits the new meaning.

Root Word	Suffix	New Meaning	New Word
care		without thinking	
spread		able to be spread	
dark		state of being dark	
teach		one who teaches	

Guided Practice

Draw a line to the word or words that best complete each sentence.

The root word of disagreeable is _____

disagree
agree
agreeable
agreement

Hint: Take away the prefix and the suffix.

28 Unit 1 Language Conventions

The word singer describes _____

one who sings
the state of singing
able to sing
likely to sing

Hint: The suffix -er means “a person who does something.”

A helpful person _____

never helps
helps in a way
is able to help
is likely to help

Hint: The suffix -ful means “full of” or “likely to.”

More Ways to Make Words

A **compound word** is made up of two smaller words. The words that make up a compound word can stand alone, unlike a prefix or suffix.

Unit 1 Language Conventions 29

PART #3

Independent Practice

Answer the questions.

1. What does the word cloudless mean?

A clear
B cloudy
C full of clouds
D slightly cloudy

2. What is the meaning of the word displeased?

A able to please
B one who is pleased
C not pleased
D very pleased

3. What does the word ballplayers mean?

A a game that is played
B a place to play ball
C the ball that is played with
D those who play ball

34 Unit 1 Language Conventions

Draw a line to match the words with the contraction.

4. is not don't
was not weren't
do not wasn't
are not aren't
were not isn't

Write the contraction on the line.

5. cannot _____
I am _____
that is _____
I will _____

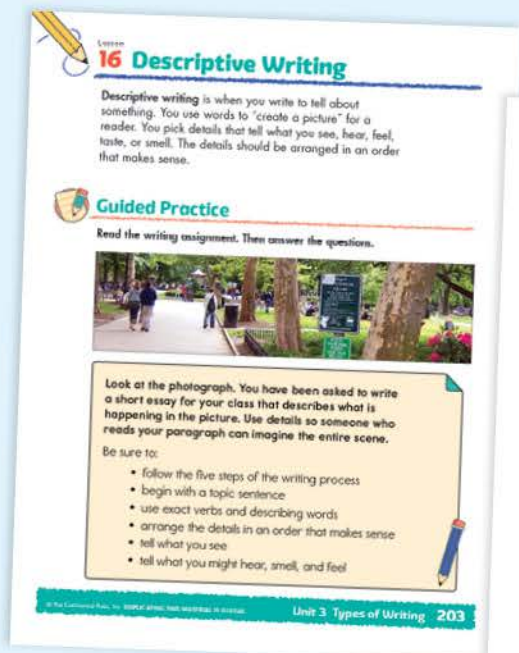
Draw a line to connect each part of a compound word. Then write the word on the line.

6. pine work _____
book ball _____
home mark _____
snow apple _____

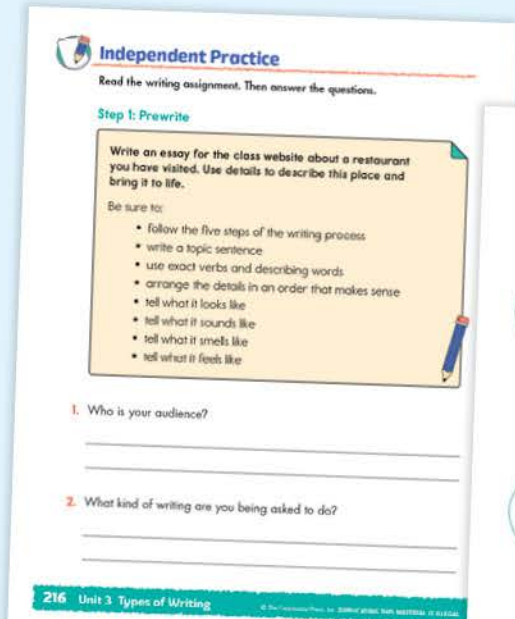
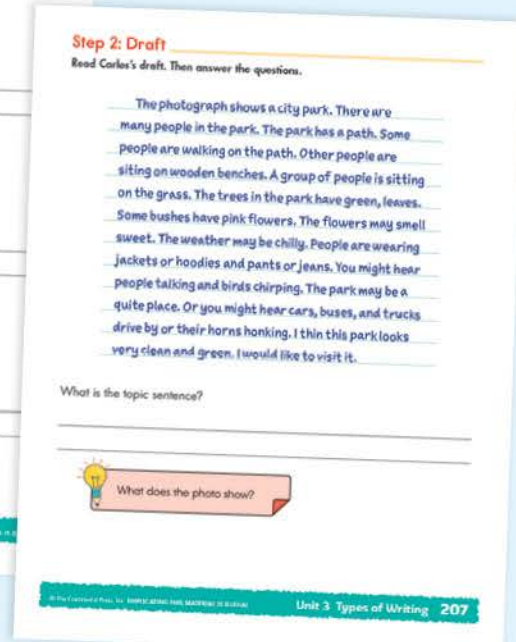
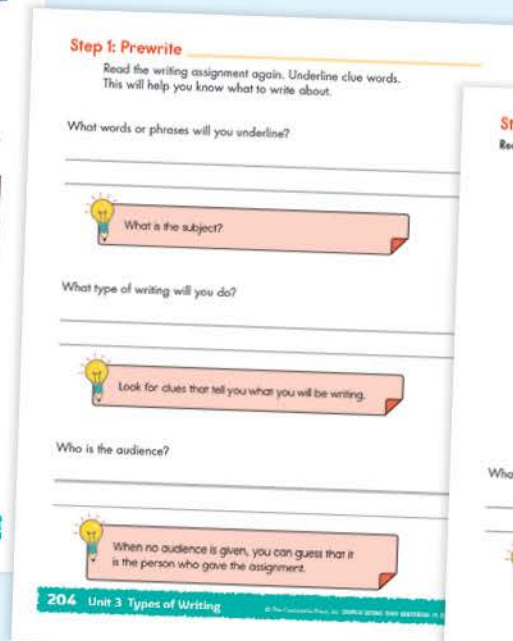
Use in class or as homework assignments

“The guided practice was very beneficial for my students. Highly structured activities transitioned them from what they learned in the concept introduction to independently applying the skills at the end of the each lesson.”

— Cara Baldwin, 6-8 English Language Development



Student Book, Level C



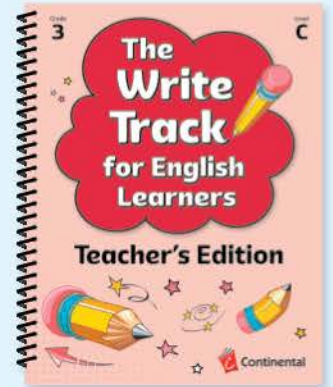
Graphic organizers throughout lessons



Annotated Teacher's Editions

Teaching support includes scope and sequence, suggestions for use, instructional strategies, tiered vocabulary explanations, support for social emotional learning (SEL), and ideas to foster cultural awareness. For each lesson:

- Suggested time allotment
- Annotated student book pages
- Step-by-step teaching support
- Enrichment and differentiation activities
- Tiered vocabulary focus



View samples of all grades at ContinentalPress.com.

“The vocabulary list was presented in tiers, which was extremely helpful. The language differentiation and enrichment activities also provided valuable teaching support.”

— Benita Afonso, ENL Teacher/Point Person Grades 1–2, NY

12 The Writing Process Pages 128 and 129

Total Time: 90 minutes
 Introduction: 30 minutes
 Guided Practice: 30 minutes
 Independent Practice: 30 minutes

Vocabulary
 Tier 1: beach, eagle, penguin, woods
 Tier 2: compare, contrast, draft, identify, organize, peer, purpose, subject, support, voice
 Tier 3: audience, content, edit, prewrite, proofread, publish, review, revise, rubric, structure

Writing Standards Connection
 W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
 W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing.
 W.3.6 With some guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

WORK WITH PAGES 128-129
 Read about the five-step writing process on pages 128 and 129, or have a volunteer read it.

12 The Writing Process Pages 146 and 147

WORK WITH PAGES 146-147
 Direct students to write their draft. Have students use the graphic organizer on page 145 to help them write their draft. Tell students that it is helpful to a reader if they provide details in their sentences. Circulate to provide support as needed.

Step 3: Draft
 Write your draft below. Use the graphic organizer on the previous page to help you write your draft. Be sure to add some writing on a beach and walking through it. Have it the same and how they are different. Use details to make your paragraphs strong.

Model answers for each rubric score

Score 3 Example
 A walk along the beach can be like walking in the woods. You will see birds in both places. The sun might be shining. There may be people walking there, too. A breeze might be blowing.

Score 1 Example
 A walk in the woods is better than a walk at the beach. The woods are cool. The beach is hot. I do not like the sand at the beach. Which do you like?

Score 2 Example
 Walking at the beach and in the woods can be fun. Squirrels live in the woods. Crabs live in the ocean. You can feel a breeze there.

Language Differentiation
 Encourage students to add details to their writing and to use transition words.

Enrich the Lesson
 Have students choose two animals and write informational fact sheets about the animals. Animals could be those found in the ocean (crab, whale, jellyfish, octopus, shark, sea star) or in the woods (squirrel, fox, chipmunk, bear, snake, raccoon). Continental's Vocabulary Picture Cards and Picture Dictionary can also provide visual and vocabulary support and inspiration.

78 Unit 2 Elements of Writing

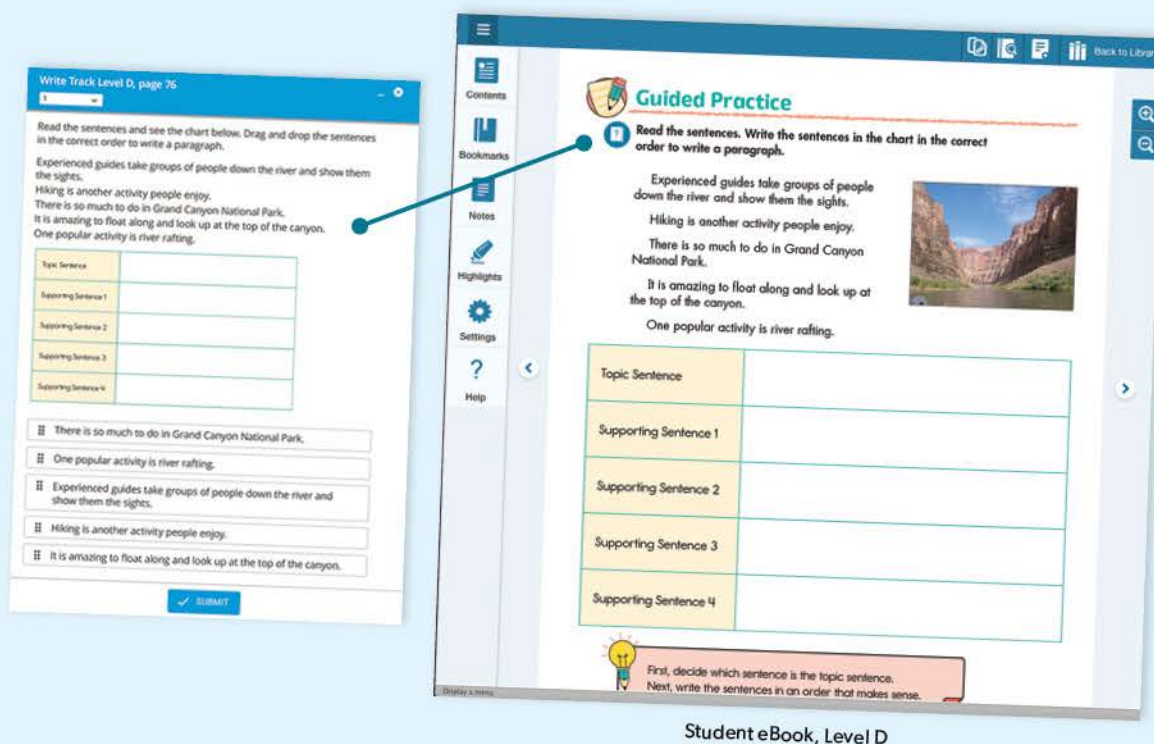
88 Unit 2 Elements of Writing

Language differentiation and enrichment activities

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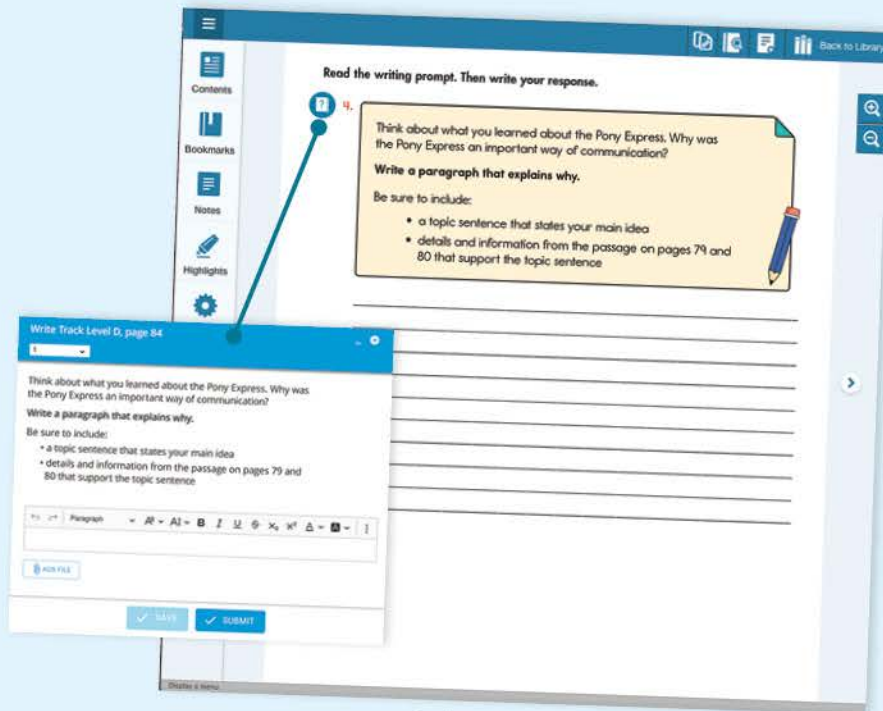
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Dashboard > Performance Reports

Performance Reports

May-11-2021 - May-11-2022 Continental Grade 3 Write Track Level C SB Write Track

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	Grade 3	ESL/ELD	Writing	W.3.2
Sandy Fleming	66.28%	66.48%	70.61%	61.67%	100%
Cindy Lecetnar	44.46%	66.67%	68.76%	83.34%	83.34%
Tim Hedges	23.18%	63.3%	70.29%	73.08%	100%
Don Tolstner	11.07%	36.9%	33.34%	88.67%	50%

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My Language Journal



Student Portfolios to Build Vocabulary and Practice Writing

My Language Journal gives English learners (ELs) the opportunity to develop content vocabulary and practice writing skills through activities that engage their visual learning. These personal portfolios can be utilized in a variety of instructional groupings including whole group, small group, pairs, or individual.

Student Books

Lesson format:

- Part #1:** A personal writing prompt is the focus of each lesson. Each lesson begins with a unique graphic organizer to help students brainstorm their ideas.
- Part #2:** Students complete four-square charts for the vocabulary words from the word bank.
- Part #3:** They will write a response to the lesson prompt using their completed graphic organizer and the vocabulary they selected.

Tier 2 and Tier 3 vocabulary support the writing prompt content.

Writing genres include informative, descriptive, narrative, opinion, and visual response.

Content areas cover social emotional learning (SEL), English language arts, social studies, science, and math.

Teacher's Guides

Guides include suggestions for use and support for each lesson: topic, content, writing genre, writing standard, and tiered vocabulary focus.

Multiple content areas and writing genres

Sample lesson to model the activity

Teacher-created lessons

Table of Contents

Using My Language Journal 4

Sample Lesson 5

Social Emotional Learning Writing Genre

Lesson 1 Tough decisions Informative 9

Lesson 2 Self-awareness Descriptive 13

Lesson 3 Character traits Opinion 17

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Lesson 5 Feelings Visual response 25

English Language Arts Writing Genre

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Teacher-created Lessons Writing Genre

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Lesson 27 Main idea and details 113

Lesson 28 Who/what/where 117

Lesson 29 Character traits 121

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Four-Square Charts 129

Word Log 134

Sample Lesson

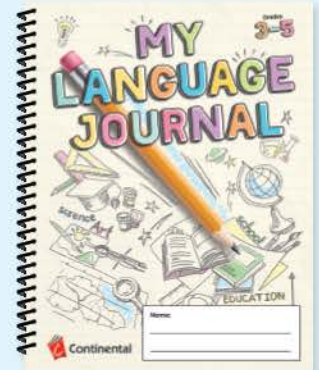
What is your favorite sport? Write a paragraph that tells about the sport you like best and why you like it.

Complete the graphic organizer to help you organize your thoughts and plan your writing.

MY LANGUAGE JOURNAL 5

Student Book, Grades 3–5

“Some of my newcomers could write a few sentences after completing several lessons. That was amazing and impressive!”
— Meichu Huang, K-5 ESOL Teacher



View lessons from all grades and request a sample book at ContinentalPress.com.

PART #1

Lesson 17 A perfect day

Imagine that you are taking a walk on a perfect day in your favorite season. Describe what you see, hear, taste, smell, and feel on that perfect day.

See	Hear	Taste	Smell

What emotions did you feel?

MY LANGUAGE JOURNAL 73

Subject/content area

Unique graphic organizer per lesson

Students can add their own words

PART #2

Word Bank

cloud	nature
season	temperature

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

Picture	Used in a sentence
Word	
Synonym	Definition
Antonym	

74 MY LANGUAGE JOURNAL

Review and revisit learned words

My Word Log

Word	Page	Word	Page

PART #3

Write About It

Use information from the graphic organizer and words from the Word Bank to write about a perfect day in your favorite season. Be sure to include details to describe the season and what you would experience on that perfect day.

76 MY LANGUAGE JOURNAL

Student Book, Grades 3-5

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Structured Activities to Develop Academic Language

Understanding academic language doesn't come easily for many English learners, but it's crucial to success in the classroom. *New York TEAM Toolkits: Teaching ELLs for Academic Language Mastery* feature structured activities in reading, speaking, listening, and writing to help ELLs develop their skills and get ahead.

Four kits are available: Grades K–2, Grades 3–5, Grades 6–8, and Grades 9–12.

Components—See pages 20–25.

Student Books

15 copies per kit (5 per level/grade)

Lesson format:

Part #1: Before We Read

Part #2: Let's Read

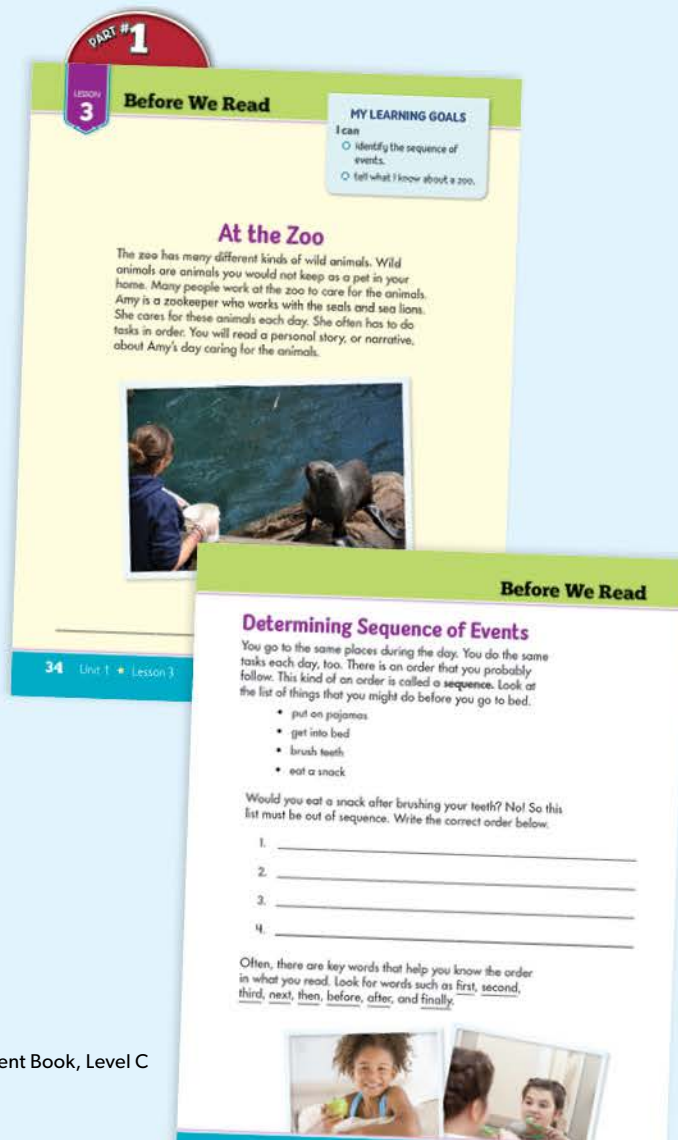
Part #3: Listen and Discuss

Part #4: Learning About Language

Part #5: Write About It

Themed units with topics aligned to grade-level content

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Informational and
literary passages

PART #2

Let's Read

Marvelous Manatees

Manatees are gentle sea animals. They are also called sea cows. They live in warm water. Places like Florida make a good home for them. They like to swim into bays and rivers. These places have seaweed and plants to eat. Manatees eat a lot. They might eat for six to eight hours a day.

Manatees try to stay where it is warm. They stay in the ocean outside Florida during the winter. In the summer, they can be found near other coastal states like Alabama, Georgia, and South Carolina. Sometimes they move even farther north in summertime. Manatees have been spotted as far north as Massachusetts.

MY LEARNING GOALS
I can
○ read and understand an informational text.
○ recall details that support the main idea.

Highlight the sentences that tell where manatees live.

Where would you see a manatee in winter? I would see a manatee _____.

8 Unit 1 • Lesson 1

Let's Read

Show What You Know

Read the "Life of a Manatee" section. Highlight the main idea. Fill in the missing details in the web below that tell about the main idea.

Main Idea
Manatees can live long lives, but they often die because of human mistakes.

Detail

Detail

Detail

12 Unit 1 • Lesson 1



View lessons from all kits and request a sample at ContinentalPress.com.

Let's Read

What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

- Which word in the passage means "to take in air"?
A swim
B eat
C sleep
D breathe
- Manatees are sometimes called _____.
A fish
B seals
C walrus
D sea cows
- Manatees use their flippers to _____.
A eat
B sleep
C move
D breathe
- Which detail tells what manatees look like?
A They are gray.
B They are gentle.
C They eat seaweed.
D They like warm water.

Unit 1 • Lesson 1 13

Audio provided for
listening passages

PART #3

Listen and Discuss

MY LEARNING GOALS
I can
○ listen to and understand a conversation about animals.
○ use language to describe animals.

Listen to a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

14 Unit 1 • Lesson 1

Listen and Discuss

How are walrus and manatees alike?

manatee

walrus

...

PART #4

Learning About Language

Punctuation

All sentences have punctuation at the end.
A sentence that tells ends with a **period** (.).

I sweep and mop and search for bits of fish.

A sentence that shows surprise or strong feeling ends with an **exclamation point** (!).

My day starts early!

Read the sentences from the passage. Write the correct end punctuation for each sentence.

1. They hurry to the fence to tell me they are hungry, too _____
2. I make sure every animal gets what it needs to stay healthy and happy _____
3. Fish can smell pretty bad after only a few hours _____
4. This afternoon means another feeding _____
5. I'll be glad to see them again in the morning _____

44 Unit 1 • Lesson 3

PART #5

Write About It

Some people keep a **journal** or **diary**. They write what happened to them during that day in their journal or diary. Pretend you visited the zoo. Write about what happened at the zoo as a diary entry. Use sequence words to help you tell about the order of events.

MY LEARNING GOALS

I can:

- write about what I saw at the zoo.
- use order words in sentences.

Plan My Writing

Use sequence words to tell what you saw and did at the zoo. Use this information in your diary entry.

The first place we visited...	Next
Then we...	First

46 Unit 1 • Lesson 3

Write About It

Dear diary,

Today, I _____

In the morning, _____

First, I _____

Then _____

For lunch, _____

After lunch, _____

Next, _____

Tonight, _____

47 Unit 1 • Lesson 3

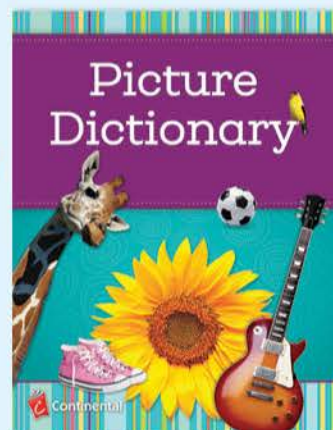
Sentence frames and sentence starters model appropriate responses

Picture Dictionary

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Picture Dictionary shows students simple photographs with words to reinforce the vocabulary they are learning.

750 basic words are presented in **thematic units** from early learning experiences—beginning with letters and numbers, and ending with action verbs—so each new word is **shown in a meaningful context**.



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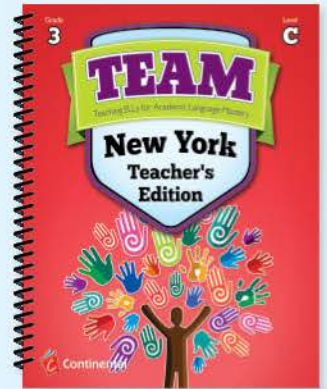
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Teacher's editions include a detailed program overview, suggestions for use, instructional features, teaching strategies, and connections to the ELP assessment practice in *Finish Line New York ELLs* (pages 8–11).

Support for each lesson:

- Lesson objective
- Connections to New York ELA and Targets of Measurement (ToMs)
- Academic language identified by tier
- Language differentiation strategies
- Audio download instructions and script for listening passages
- Suggested time allotments for each activity
- Guidance for close reading of texts

eBooks are available on our website.



View lessons from all kits at ContinentalPress.com.

Academic language
for each lesson

Lesson 3 Student Book PAGES 34–47

TITLE At the Zoo
GENRE Literary Text (personal narrative)

LESSON OBJECTIVES

- Read, discuss, and write about a zookeeper who cares for seals and sea lions.
- Determine the sequence of events.
- Listen to a poem about visiting a zoo and discuss what you have heard.
- Identify and use end punctuation correctly.
- Write a journal or diary entry.

Content Standards Connection

- The Language of Language Arts
- The Language of Science

ELA Standards Connection and Targets of Measurement (ToMs)

Reading

- Ask and answer questions to demonstrate understanding of a text.
- Describe the relationship between a series of events, using language related to time sequence and cause and effect.
- Describe logical connections between particular sentences and paragraphs in a text.
- Use information gained from illustrations and words to demonstrate understanding of the text.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Describe characters and explain how their actions contribute to the sequence of events.
- Distinguish one's own point of view from that of a narrator or characters.
- Understand features of different genres (poetry, personal narrative, informational).
- Determine meaning of words and phrases.

Speaking and Listening

- Ask and answer questions to demonstrate understanding of a text.
- Describe the relationship between a series of events, using language related to time sequence and cause and effect.
- Engage in collaborative discussions.
- Determine main ideas and supporting details of information presented in diverse media and formats.
- Read prose orally with accuracy and fluency to support comprehension.

Writing

- Use language to signify sequence.
- Use words and phrases that signal temporal relationships.
- Use personal, possessive, and indefinite pronouns.
- Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Grammar and English Conventions

- Use knowledge of language and its conventions when writing.
- Use end punctuation correctly.
- Use temporal words and phrases to signal event order.

ACADEMIC LANGUAGE OF LESSON

Tier 1	adult, all, care, clam, crab, food, poem, sea lion, seal, shellfish, struggle, wild, zookeeper
Tier 2	crowd, enclosures, prepare, visit, visited
Tier 3	choke, earlap, narrative, sequence, swallow

Unit 1 • Lesson 3 47

Listen and Discuss Student Book PAGE 42

TOTAL TIME: 45 Minutes
My Learning Goals: 5 Minutes
Working with Page 42: 15 Minutes
Working with Page 43: 20 Minutes
Check My Goals: 5 Minutes

OBJECTIVE

- Use descriptive language to discuss a poem about a zoo and sequence of events.
- Understand the difference between poetry and prose.
- Use language to ask questions and contribute to a conversation.

ACADEMIC LANGUAGE
Tier 1: poem Tier 2: visit Tier 3: sequence

MY LEARNING GOALS
Direct students' attention to My Learning Goals. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE
Explain to students that they will listen as a poem is read two times. The first time they hear the poem, they should just listen carefully. As they listen a second time, they should take notes on the sequence chart. Then they will put a check next to each goal they have met.

Ask: Did you know a poem can tell a story?
Explain that some poems tell a story. This can be a speaker who called by name. There might be a sequence of events that happens in the poem.

Step: Listen to a poem about a visit to the zoo. You will listen to the poem twice. Listen carefully the first time. The second time you listen, take notes on the sequence chart.

Play the audio CD two times. Pause and play to discuss the conversation and answer questions the students may have.

Full audio script on the next page

Listen and Discuss Student Book PAGE 43

WORK WITH THE PAGE
Tell students they will now have a conversation about what they have heard and read. Have students ask and answer questions with a partner, or select volunteers to model the question and answer in front of the class.

Ask: What animals do you like to visit at the zoo?

Sentence Starters
First, I like to visit ____ (the monkeys). Then ____ are ____ (monkeys; funny). Then I like to visit ____ (the elephants). They ____ (squeal each other with water). Finally, I visit ____ (the camels).

You can choose to extend the conversation by asking more questions about the zoo and the animals that live there.

Optional
You can choose to have a conversation about the poem and the passage.

Sentence Starters
What is the poem about? The poem is about ____ (a trip to the zoo).
Who is the main character? The main character is ____ (an unknown speaker).
What happens? First, the speaker sees ____ Then ____ (a white bear; a black bear).

CHECK MY GOALS
Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

LANGUAGE DIFFERENTIATION

Emerging	Encourage students to complete sentences about the animals they would like to visit, using sentence starters.
Transferring	Provide sentence frames and encourage students to model a conversation about what animals they would like to visit at the zoo.
Expanding	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.

Unit 1 • Lesson 3 59

Annotated Teacher's Edition, Level C

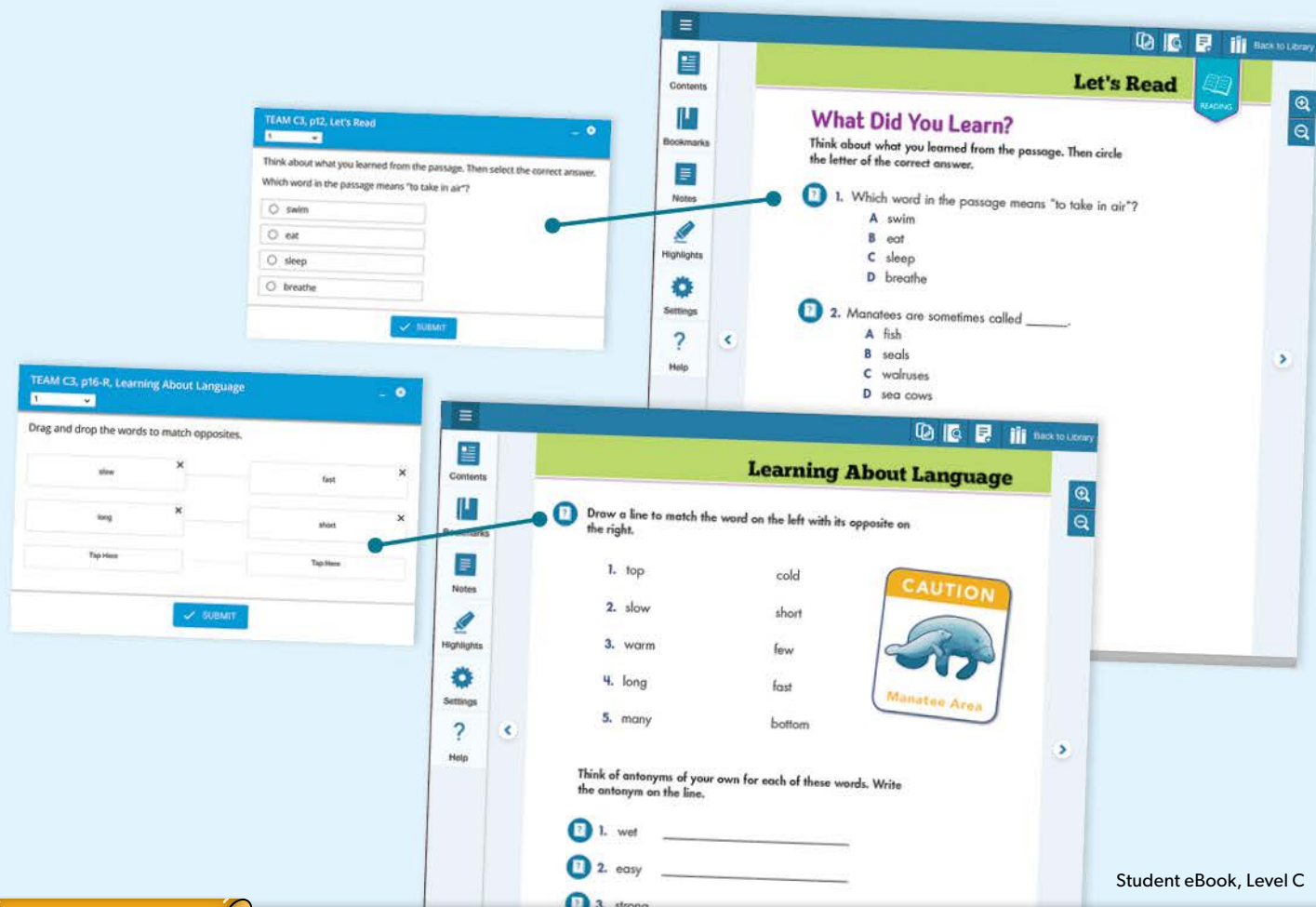
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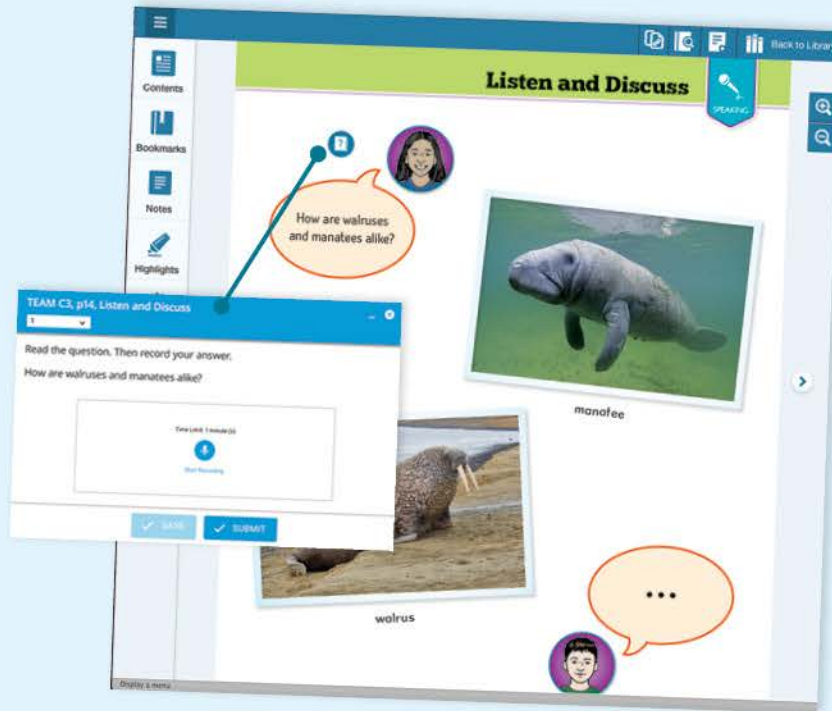
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May-11-2021 - May-11-2022

TEAM Grade 3

TEAM Level C SB

TEAM

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	ESL/ELD	Grade 3	Listening	Reading	Speaking	Writing
Raul Sanchez	63.48%	68.28%	70.61%	40.75%	77.78%	72.23%	91.87%
Don Louvand	68.67%	44.46%	70.29%	25.03%	77.78%	77.42%	100%
Siam Lertz	63.34%	23.16%	68.70%	27.78%	68.89%	75%	83.34%
Siera Neu	21.67%	21.67%	60.68%	28.63%	68.89%	50%	75%
Brian Corner	51.2%	17.07%	33.54%	11.12%	8.34%	47.23%	68.57%
Emily Montel	26.9%	11.63%					

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Components—See pages 26–29.

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Our ABCs

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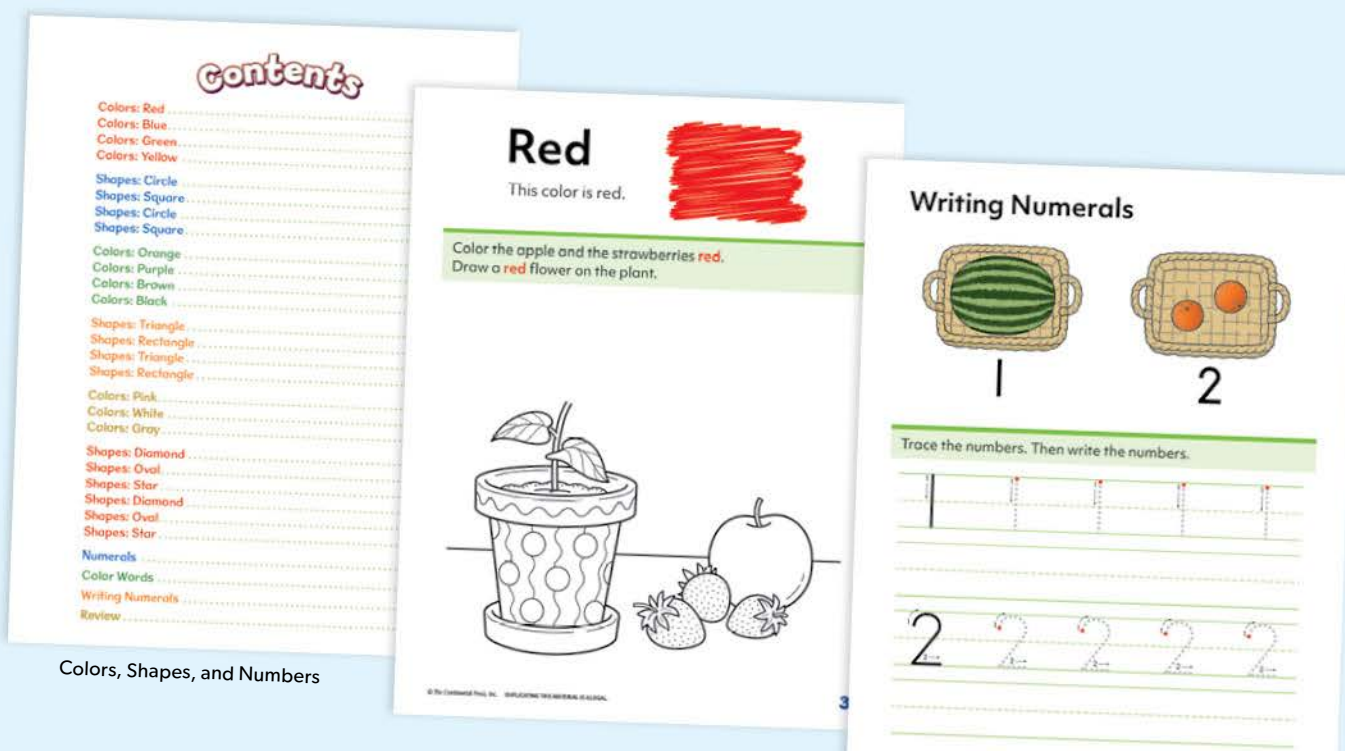
K-3 Vocabulary Picture Cards

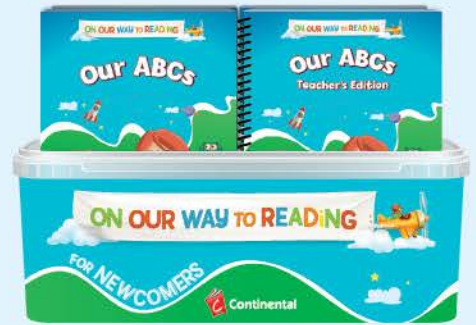
1 set of 100 cards

Each card features the letter/word on one side and a photo of the letter/word on the other side to visually reinforce lesson topics.



K-3 Vocabulary Picture Cards





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Our ABCs

A Ant

Trace each capital A. Then write capital A to fill the lines.



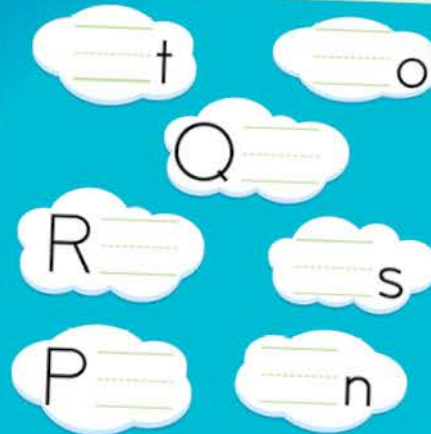
Airplane

4

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Nn Oo Pp Qq Rr Ss Tt

Write the partner for each letter.



48

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van

Circle the pictures whose names rhyme with van.



4

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Say the three picture names in each box.
Circle the two pictures whose names rhyme.






Rhyming Words




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sun



Say the name of each picture.
Circle each picture whose name begins like sun.






Trace the letter s.

sun




5




Sounds and Letters




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Initial Consonant Digraphs	
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Blending Phonemes	
Segmenting Words	
Adding Initial and Final	
Deleting Initial and Final	
Substituting Initial and Final	
Take-Home Story	




thumb



Say the name of each picture.
Circle each picture whose name begins like thumb.






Trace the letters th.

thumb



30

More Sounds and Letters

Decodable Readers

24 readers

Teacher's editions recommend decodable readers to support many lessons. The readers provide targeted practice to help transition students from instruction to independent reading.

eBooks with audio are available on our website.



This is the skunk
that stepped on the slug
that spotted the bug



that got stuck in the web
that Stella spun.

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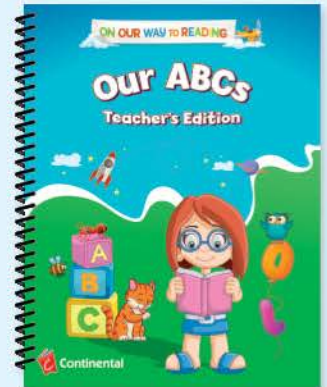
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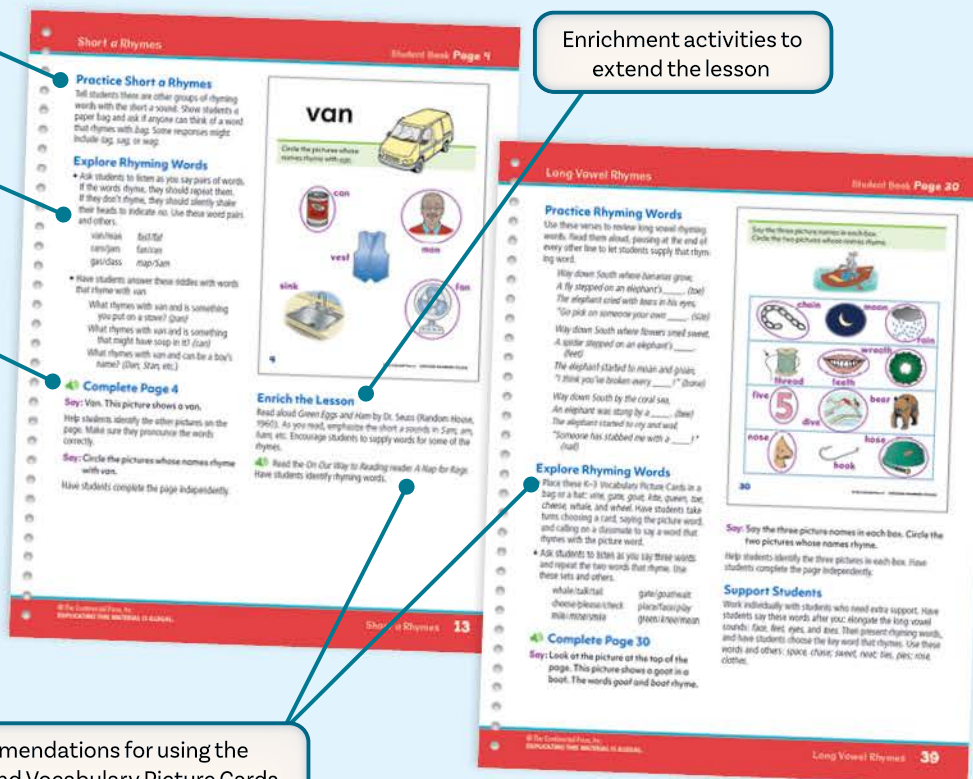
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- Age-appropriate visual support
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Two kits are available: Grades 3–5 and Grades 6–12.

Components—See pages 30–37.

Student Books in Grades 3–5 Kit

15 copies (5 copies of 3 books)

Two-page lessons include three parts: Listen, Speak, and Write. Sight word work is also included in Book 1. Units end with grammar practice, read and write activities, and a comprehension review for additional practice and progress checks.



Grades 3–5 Kit



Grades 6–12 Kit

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Grades 3–5, Student Book, Book 1

3 Numbers

★ **Listen**
Listen and repeat.

0	1	2	3	4	5
zero	one	two	three	four	five
6	7	8	9	10	11
six	seven	eight	nine	ten	eleven
12	13	14	15	16	17
twelve	thirteen	fourteen	fifteen	sixteen	seventeen
18	19	20	30	40	
eighteen	nineteen	twenty	thirty	forty	
60	70	80	90	100	
sixty	seventy	eighty	ninety	one hundred	
1st	2nd	3rd	4th	5th	
first	second	third	fourth	fifth	

Listen. Check the correct choice.

1 ☐ 2 ☐ 12 ☐ 20
2 ☐ 3 ☐ 4 ☐ 5
3 ☐ 30 ☐ 60 ☐ 90
4 ☐ 1st ☐ 4th ☐ 5th
5 ☐ 2nd ☐ 3rd ☐ 4th
6 ☐ 0 ☐ 10 ☐ 100



12 Numbers

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Grades 3-5, Student Book, Book 1

★ **Speak**
Talk with a partner.
How many times can you jump on one foot?
I can jump ____ times.

What grade are you in?
I am in ____ grade.

★ **Write**
Write a word to tell which place each person is in the line.

fifth first fourth second third



Omar _____
Rosa _____
Tom _____
Emma _____
Fiona _____

Write the word for each number.

1 4 _____ 4 70 _____
2 19 _____ 5 100 _____
3 8 _____ 6 0 _____

Numbers 13

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View lessons and request a sample at ContinentalPress.com.


How does your favorite song make you feel?

What kind of music is popular in your native country?


Newcomers Cards

16 Music

★ **Listen**
Listen and repeat.
In music class, you sing songs and play music.




clap




sing


You listen to and play instruments.




drum




maracas




piano



recorder



ukulele



xylophone

Listen. Circle the correct choice.

1 3

2 4


44 Music

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Grades 3-5, Student Book, Book 2

★ **Speak**
Talk with a partner.
What do you like to do in music class?
I like to ____.

Do you play any instruments?
Yes, I play ____.
No, but I would like to play ____.



★ **Write**
Write the word to go with each picture.

1 5

2 6

3 7

4 8

clap
drum
maracas
piano
recorder
sing
ukulele
xylophone

Music 45

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piano



Vocabulary Picture Cards

Student Books in Grades 6-12 Kit

15 copies (5 copies of 3 books)

Lessons include three parts: Listen, Speak, and Write. Book 3 lessons are expanded to include a reading section, more speaking activities, and additional checks for understanding. Grammar practice, read and write activities, and comprehension reviews provide additional support and progress checks.

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32 Classroom Objects

Listen
Listen and repeat.

Listen. Circle the correct choice.

1	2	3	4	5	6
---	---	---	---	---	---

Speak
Talk with a partner.
What is in your backpack?
____ is in my backpack.
Where is the stapler?
The stapler is ____.

88 Classroom Objects

Grades 6-12, Student Book, Book 1

Classroom Objects

Write
Write the word to complete each sentence.

- I carry my books in a _____.
- I read a _____ about the space program.
- Fold the _____ in half.
- The _____ has an eraser on the end.
- I used _____ to cut snowflakes for an art project.
- We measured different objects with a _____.

Write the word for each picture.

7	10
8	11
9	12

backpack
book
calculator
eraser
notebook
paper
pen
pencil
ruler
scissors
stapler
tape

Classroom Objects 89

What class do you enjoy most in school? Why?

How is school different here than in your native country?

Newcomers Cards

Mature visuals for older students

21 My Body

★ Listen
Listen and repeat.

Listen. Fill in the correct choice.

1 <input type="radio"/> eye	<input type="radio"/> nose	4 <input type="radio"/> arm	<input type="radio"/> leg
2 <input type="radio"/> finger	<input type="radio"/> foot	5 <input type="radio"/> mouth	<input type="radio"/> ear
3 <input type="radio"/> head	<input type="radio"/> chest	6 <input type="radio"/> knee	<input type="radio"/> hand

60 My Body

Grades 6-12, Student Book, Book 2

★ Speak
Talk with a partner.
What do your feet help you to do?
My feet help me _____.
What does your nose help you to do?
My nose helps me _____.

★ Write
Write the word for each body part.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

Write the word for each picture.

7 _____
8 _____
9 _____
10 _____
11 _____
12 _____

arm
chest
ear
eye
finger
foot
hand
head
knee
leg
mouth
nose

My Body 61



Vocabulary Picture Cards

1 Geography

★ Listen
Listen and repeat.
Geography is the study of Earth's surface.
Earth has four hemispheres. A hemisphere means "half of a sphere."
The equator divides Earth into the Northern Hemisphere and the Southern Hemisphere.
The prime meridian divides Earth into the Eastern Hemisphere and the Western Hemisphere.
The North Pole is at the top of Earth. The South Pole is at the bottom of Earth.
There are seven continents on Earth. Continents are large masses of land.
Look at a map or a globe. There are lines that run across. These are lines of latitude. There are also lines that run up and down. These are lines of longitude. Longitude and latitude help people find exact places on Earth.

8 Geography

Grades 6-12, Student Book, Book 3

Listen. Check the correct choice.

1 <input type="checkbox"/> longitude	<input type="checkbox"/> latitude
2 <input type="checkbox"/> globe	<input type="checkbox"/> continent
3 <input type="checkbox"/> North Pole	<input type="checkbox"/> South Pole
4 <input type="checkbox"/> equator	<input type="checkbox"/> prime meridian
5 <input type="checkbox"/> hemisphere	<input type="checkbox"/> globe
6 <input type="checkbox"/> prime meridian	<input type="checkbox"/> latitude

★ Speak
Talk with a partner.
1 How do lines of longitude and latitude help travelers?
Lines of longitude and latitude help by _____.
2 When might you need to use lines of longitude and latitude?
I might use lines of longitude and latitude to _____.
3 What do you think life is like at the South Pole?
I think life at the South Pole _____.

Geography

★ Read
Read the first part of the passage. Then answer the questions.

1 Find a map or a globe. Look closely. Do you see a grid of lines? Some run up and down. Others go from side to side. These lines are called latitude and longitude. Lines of latitude go from side to side, or east to west. Lines of longitude run up and down, or north to south. They are imaginary. They are not really on the surface of our planet like the oceans and continents. But they are very useful. They give every spot in the world its own address.

2 These lines are an important part of geography. Geography is the study of the earth's surface. Around 100 BC, a Greek man named Ptolemy made a grid of lines. He started with an idea that had been around a long time. He divided the distance around Earth into 360 degrees. But Ptolemy thought our planet was much smaller than it really is. So his system was not accurate. Over the centuries, people refined Ptolemy's system. Now it is used around the world.

1 Circle the name of the man who first made a grid of lines.
2 Underline the word that means "the study of the earth's surface."
3 Because Ptolemy believed Earth was much smaller than it is, _____
A his system was not useful
B his system was not accurate
C his system was quickly forgotten
D the equator was in the wrong place

★ Speak
Talk with a partner.
What does it mean to refine something?
To refine something means _____.

10 Geography

Support Cards

2 card sets per kit (1 of each set)

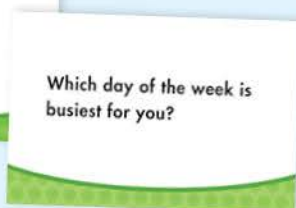
Visual resources introduce skills or remind students throughout the lessons.

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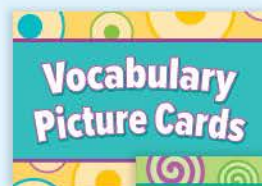
English-Spanish cards are sold separately on our website.



Newcomers Cards



Vocabulary Picture Cards



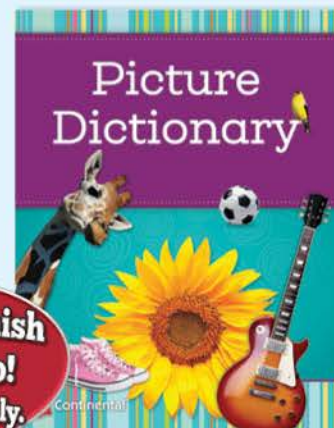
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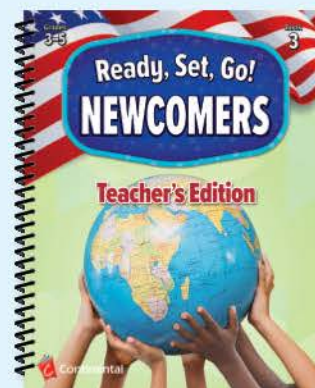
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Teacher's editions feature suggestions for use, support for social emotional development, ways to foster cultural awareness, and a skills assessment checklist. Resources for each lesson include:

- Lesson objectives
- Suggested time allotment for each activity
- Tiered vocabulary focus
- Audio download instructions and script for listening activities
- Step-by-step teaching support
- Differentiated instruction strategies

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Instructional Features

Ready, Set, Go! Newcomers Grades 3-5 is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 1

Lesson Topics	Standards Focus	Language Focus
Unit 1: Building Blocks		
<ul style="list-style-type: none"> • colors • shapes • numbers • alphabet • time • days/months • weather • temperature • seasons 	Science Math	Capitalization
Unit 2: Sounds of English		
<ul style="list-style-type: none"> • sight words • consonants/consonant sounds • vowels/vowel sounds • rhyming words • counting, adding, and subtracting • phonemes • consonant blends/digraphs 	Language arts	Consonants Vowels Phonemes Rhyming words Blends Digraphs End punctuation
Unit 3: Challenges of the English Language		
<ul style="list-style-type: none"> • substituting phonemes • vowel teams • silent letters • syllables • vowel sounds: vowels + c, final y • hard and soft c and g • consonant digraphs gh and ph • high-frequency sight words 		
Unit 4: All About Me		
<ul style="list-style-type: none"> • introductions, greetings, and goodbyes • address • phone number • family/relatives • feelings • useful questions and phrases 		

3 Numbers Student Book PAGE 12

TIME: 60 MINUTES
 Introduction: 5 minutes
 Listen: 20 minutes
 Speak: 15 minutes
 Write: 15 minutes
 Review: 5 minutes

OBJECTIVES
 • Identify numbers 1-100 and their terms
 • Identify ordinal numbers 1st-5th
 • Speak, read, and write about numbers

VOCABULARY
 Tier 1: eight, five, ninety, seventy, thirty
 eighteen, forty, numbers, six, three
 eighty, four, one, sixteen, twelve
 eleven, fourteen, one hundred, sixty, two
 fifteen, nine, seven, ten, twenty
 nineteen, sixteen, thirteen, zero
 Tier 2: fifth, first, fourth, second, third

WORK WITH THE PAGE
 Introduce cardinal and ordinal numbers to the students. Point out numbers around the room. Then show students a group of five objects in a row. Point out the first, second, etc. objects in the group.

Listen
 Direct students to the number chart in the book. Read each number while pointing to it. Have students repeat the numbers as you say them a second time.

Tell students to listen to a sentence and then check the box next to the number that goes with the sentence.

- I have 2 sisters.
- Carlos ate 5 carrots.
- There are 60 cars in the parking lot.
- Lily is in 1st grade.
- I won 2nd place in the race.
- There are 100 jellybeans in the jar.

100 Numbers

Listen. Check the correct choice.

1. I have 2 sisters. ☐ 2 ☐ 12 ☐ 20

2. Carlos ate 5 carrots. ☐ 5 ☐ 4 ☐ 40

3. There are 60 cars in the parking lot. ☐ 30 ☐ 40 ☐ 60

4. Lily is in 1st grade. ☐ 1st ☐ 100 ☐ 5th

5. I won 2nd place in the race. ☐ 2nd ☐ 3rd ☐ 100

6. There are 100 jellybeans in the jar. ☐ 10 ☐ 10 ☐ 100

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Numbers Student Book PAGE 13

Speak
 Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

How many students are in your class? There are ____ students in my class.

What is the first thing you do when you go home? The first thing I do is ____.

Write
 Have students look at the picture. Review the words in the word box. Instruct students to write the ordinal number from the word box to describe each student's place in line in the picture. Then have students look at the numbers at the bottom of the page. Tell students to write the word name for each numeral shown.

REVIEW
 Close the lesson by recapping the number words. Continue with differentiated instruction activities as needed.

CULTURE CONNECTION
 Have students teach the class to count to 10 in their native languages.

DIFFERENTIATED INSTRUCTION

Challenge
 Give students index cards with the numerals 0-9 written on them (one numeral on each card). Have students work with a partner to make two-digit numbers and name the number. Help students recognize that a two-digit number is named by the tens and the ones places.

Remediate
 Use the Number Cards to review the numbers. Give students a number line from 0-100. Say a number name, and have students point to the number on the line.

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Elena Hernandez's Response

Newcomers 6-12 Book 1, Page 40, Listen
Newcomers 6-12 Book 1, Lesson 14

Student Name: **Elena Hernandez** Time Spent: **59 sec** Total Score: **3.00/5.00**

1 Listen. Select the correct choice.

0:00 / 0:03

☒ Saturday ☒ Sunday

1 / 1 Enter feedback...

2 Listen. Select the correct choice.

0:00 / 0:03

☒ Thursday ☒ Tuesday

0 / 1 Enter feedback...

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Doria Ruiz	57.7%	57.7%	88.34%	85%	-	0%	50%
Micoh Lopezneza	0%	0%	0%	-	-	0%	-

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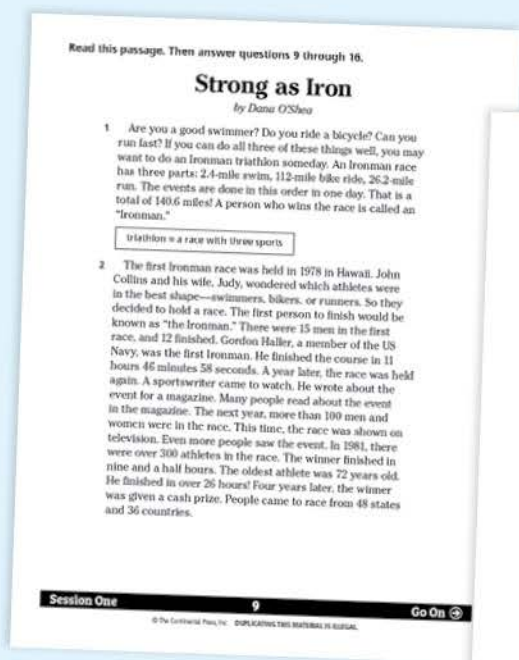
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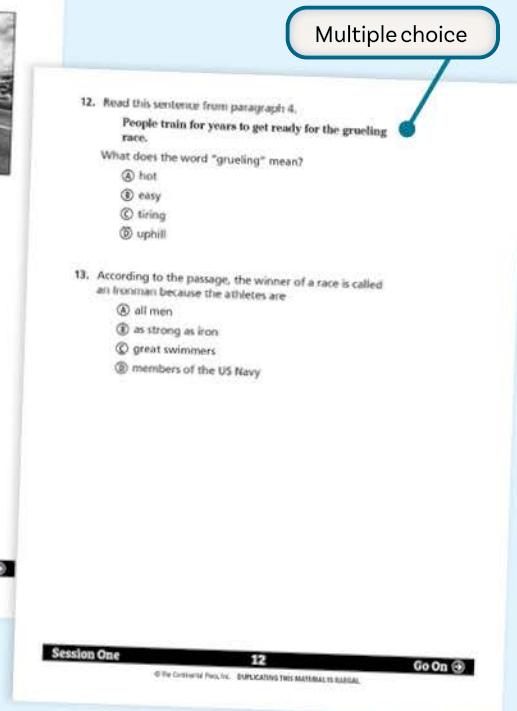
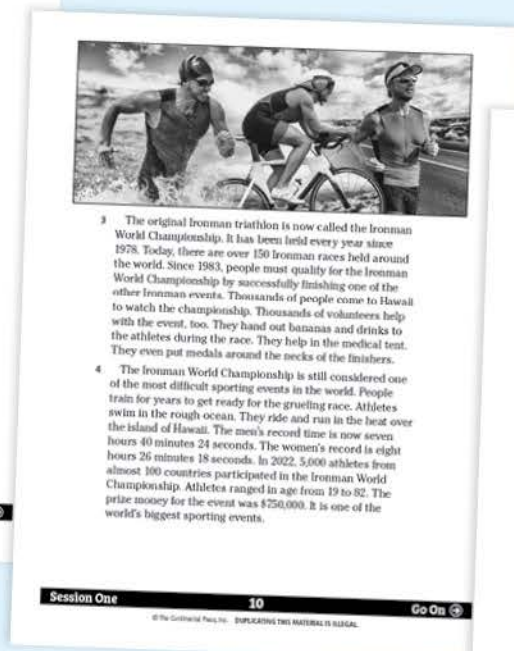
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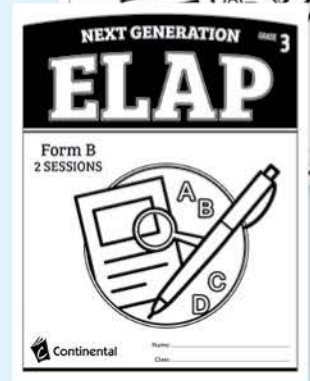
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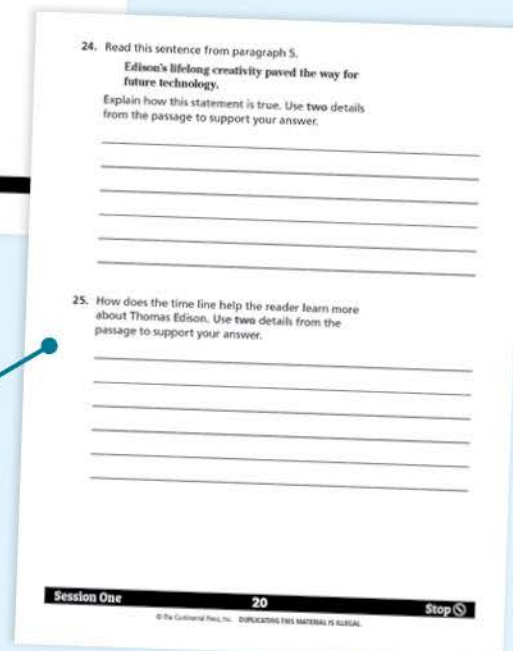
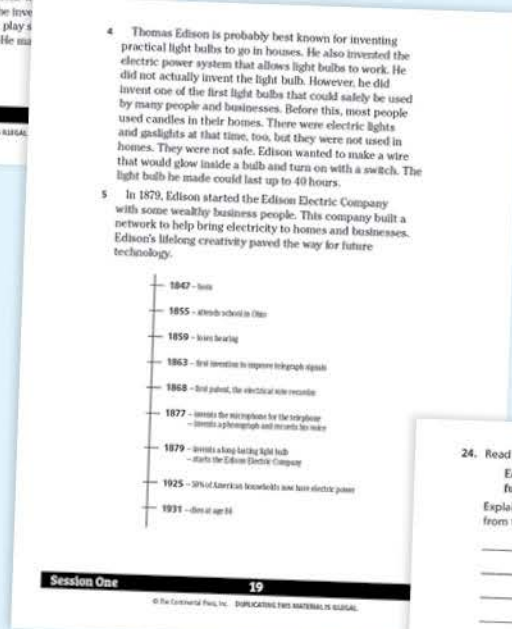
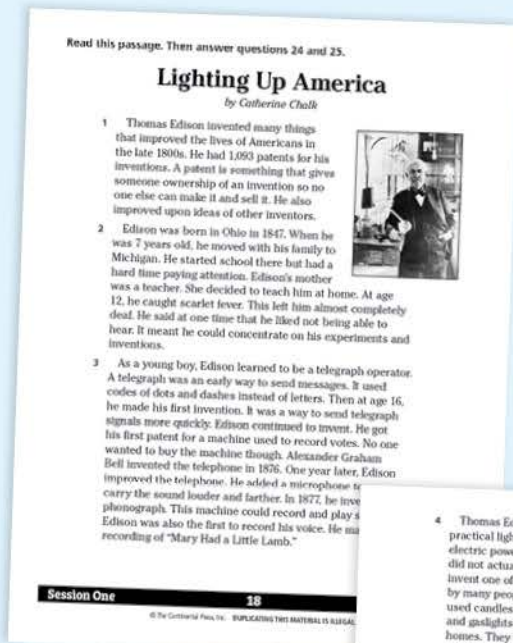
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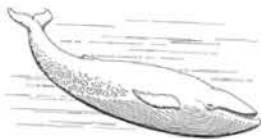
Close reading

Read this article. Then answer questions 32 and 33.

The Largest Animal on Earth

by DeAnna Prescott

- Most people rarely, if ever, see or hear the largest animal on Earth. Unlike the *T. rex* or other dinosaurs that may come to mind, this prehistoric creature still exists. However, it is an endangered species, at risk of becoming extinct. If we can learn more about this animal, maybe we can help protect it.
- What is this enormous animal? It is the blue whale. It lives in the ocean and is an amazing sea creature. The blue whale is a unique mammal.
- Named for its bluish gray color, the blue whale is unmatched in size when compared to every other known living animal. Blue whales can grow to be 100 feet long, the length of two or three city buses. Blue whales can weigh two hundred tons or more. One city bus may weigh approximately 17 tons, so a blue whale could weigh as much as 11 city buses! The size of a blue whale's heart alone is the size of a car.
- Scientists have studied the sounds of the blue whale. They have determined that their "songs" are one of the loudest sounds made by any animal. Their calls can travel underwater as far as 1,000 miles. Even, low-pitched moans are some of the words that scientists have used to describe the blue whale's sounds. Blue whales use their sounds to communicate with other blue whales and to navigate the oceans.



Session Two

24

Go On

Paired texts

- An animal this large must have impressive teeth to devour its prey. Surprisingly, the blue whale has no teeth. So, how does the blue whale eat? The blue whale has something called "baleen" instead of teeth. The baleen is a whitish color and hangs from the whale's top jaw. Baleen resembles an air filter or the bristles of a toothbrush, but of course, it is much larger. The blue whale opens its mouth and gulps in water. As the whale takes in ocean water, the baleen acts as a filter and traps the food inside its mouth while letting the water flow back out. The blue whale eats a type of zooplankton called krill, which are tiny shrimp-like creatures. Each krill is only about an inch or less in length. In fact, the blue whale's diet is made up almost entirely of krill. Blue whales consume thousands of pounds of krill each day.

zooplankton = small aquatic animal life

- Scientists have discovered many things about the blue whale, but some details remain a mystery. Blue whales live in every ocean on the planet, except the Arctic. Blue whales are known to migrate. But the exact routes and patterns they travel are not clear. From what scientists can tell, some blue whales travel long distances, while others appear to stay within a short range. Blue whale babies, or calves, are born weighing two to three tons. Like other mammals, the babies drink milk from their mothers. Blue whale calves grow fast. They can gain as much as 200 pounds a day. Scientists are still studying the average lifespan of blue whales, but they estimate blue whales can live up to 80 or 90 years.
- Unfortunately, there are factors which threaten the lives of blue whales. Large ships can strike slow moving whales leading to injury or death. Fishing nets, traps, or other matter can become entangled around whales preventing them from moving or eating. Another concern is ocean pollution which can be toxic to the whales, their calves, or the whale's food sources. In addition, blue whales have sensitive hearing and are disturbed by noise pollution caused by ships or underwater machinery. Noise pollution can affect their habits and well-being.
- Luckily, we have scientists dedicated to learning more about and protecting these rare, impressive beings. In addition, photographers and videographers have captured sights and sounds of blue whales to share with us. Otherwise, we might never experience these fascinating creatures.

Session Two

25

Go On

Short constructed response

- Explain how huge blue whales and tiny krill are connected to each other. Use two details from the article to support your response.

- Describe how noise pollution could most likely affect the blue whale. Use two details from the article to support your response.

Session Two

26

Go On

2- or 4-credit constructed response depending on grade level

Read this story. Then answer questions 34 and 35.

The Whale and the Sandpiper

a retelling of a tale from the Pacific Islands

- A whale returning from a long journey met a sandpiper. "Ah, Sandpiper, I have been all around the world's oceans," the whale said proudly. "Everywhere I have traveled, I have encountered many fellow whales from the largest to the smallest. Why there must be more whales than any other kind of creature."
- "Certainly not true," said the sandpiper. "On any beach, you see hundreds of sandpipers hunting for sand crabs. Surely there are more sandpipers than whales."
- The whale insisted. "There is more sea than beach, so there must be more whales than sandpipers."
- "You forget, my birds have the whole sky to roam," declared the sandpiper. "Everyone knows there are more sandpipers."
- "More whales,"
- "More sandpipers,"
- "Whales!"
- "Sandpipers!"
- Their quarrel became louder and louder until it could be heard across the sea.
- Then the whale began to sing. He belted louder and louder. From every part of the sea, many different kinds of whales heard his call and gathered. Soon there were whales wherever the eye could see.
- "See!" said the whale. "More whales!"
- The sandpiper began to sing. She chirped, "Tweet-tweet-tweet!" Soon the air was filled with the flapping of wings, and the sky was dark with sandpipers.
- "See!" said the bird. "More sandpipers!"
- The whale frowned and began to sing again. This time, every kind of fish came in answer to his song. They crowded in so thickly that they hid the ocean.

Session Two

27

Go On

Grade 4, Form A

- The sandpiper sang her high, bright tune. "Tweet-tweet-tweet!" Immediately, from every corner of the sky came every kind of bird.
- The whale looked at the birds perched on the nearby land. "Creatures of the sea!" he cried. "Let us devour the land! Then the birds won't be able to live!"
- And the sea creatures began to gobble up the land.
- "Creatures of the air!" called the sandpiper. "Let us swallow the ocean! Then the whales and the fish will die!" And the birds began to drink the sea. Soon the sea was nearly dry. The sea creatures flopped and gasped. Now the birds were troubled.
- "Sandpiper, this must not happen," begged a gull. "Some of us eat fish."
- "We need fish to survive," another bird said sadly.
- The sandpiper was sad, too. "We must put out all the seawater we have swallowed," she cried. So the birds did, and the ocean was full again.
- The whale and the sandpiper looked at each other and smiled.
- "We must stop eating the land!" the whale sang to the sea creatures. And they did.
- The whales and the fish swam away quickly and returned to their homes. The birds departed and flew away disappearing into the sky in all directions. Ever since, the birds of the sky and the creatures of the sea have lived together peacefully. But they never did discover whether there were more whales or sandpipers.

- How does the author use dialogue to contribute to the plot? Use two details from the story to support your response.

Session Two

28

Go On

- Which features of "The Whale and the Sandpiper" are realistic and which are fiction? Use facts from "The Largest Animal on Earth" to determine whether the author of "The Whale and the Sandpiper" used any realistic elements. Use details from both the article and the story to support your response.

In your response, be sure to

- tell what could actually happen and what is made up in "The Whale and the Sandpiper"
- use details from both the article and the story to support your response

Session Two

30

Go On

New York Next Generation ELA

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Components—See pages 42–45.

- Student books, printed and eBook
- Annotated teacher’s editions, printed and eBook

Student Books

Lesson format:

Part #1, Introduction: Explains how to use the standard and presents important vocabulary for the lesson

Part #2, Guided Practice: Sample passages with corresponding questions, along with hints and reminders to guide students’ thinking

Part #3, Test Yourself: Multiple-choice and open-ended response questions for students to answer independently

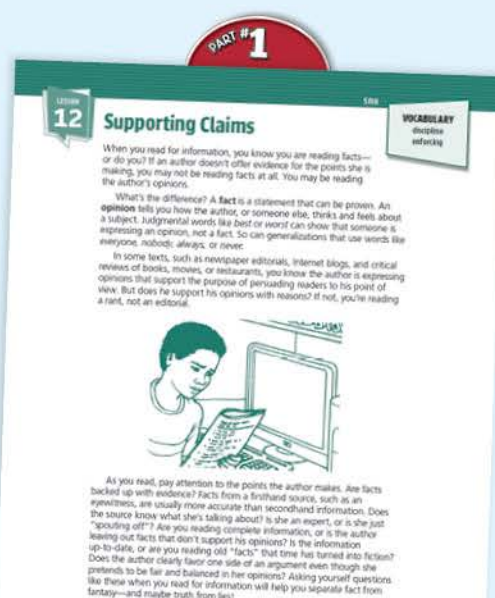
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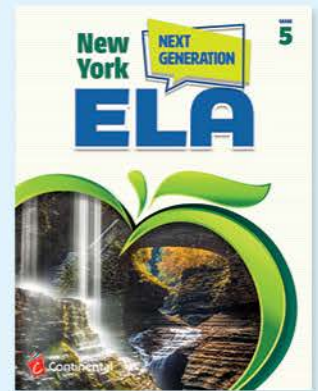
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NYS Next Generation Learning Standards

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Range of texts emphasized by the standards

Student Book, Grade 5

PART #1

6 Literary Elements

All narratives, whether in the form of a story, poem, or play, include characters, events, and a setting. How these elements interact with one another make the story better and your reading more interesting.

Elements of a Narrative

Any story will feature characters. The ways they think, feel, and respond to one another and to challenges are what move the story forward. An author makes characters seem real through descriptions of the way they look, act, and talk. This talk is called **dialogue**. Sometimes the way a character talks can be as important as what he says. It can tell you where the character comes from, where he fits in his social world, the fear he presents to other people, and the face he keeps private.

You can learn about characters in stories by what they do and say. You can also learn about the characters from what other characters and the author say about them.

The events of the story make up the plot. A **plot** unfolds as a series of episodes as characters respond to the events. Episodes usually take place in chronological order, but they are not always told that way. Part of the story may be told in flashback, narrating events that happened earlier.

The element of the plot that makes a story exciting is the **conflict**. Sometimes the conflict is a struggle between two or more characters. It may also be an inner conflict, such as a character choosing whether or not to take a dangerous risk in order to do what he thinks is right. It may be a conflict between a character and the events, such as a person struggling to complete a task despite obstacles. Or, it may involve the setting, as when a character has to cope with life in a new city.

Any plot will have an **inciting incident**, which sets the conflict in motion. In Mark Twain's *The Adventures of Tom Sawyer*, for instance, the inciting incident is Tom and Huck's witnessing of the murder in the graveyard. Most of the plot consists of **rising action**, which continues until you know how the conflict will turn out. That point is called the **climax**. In Tom Sawyer, the climax comes when Tom and Becky are rescued from the cave. The **falling action** is made up of the events that follow the climax and that happen as a result of it. It includes a **resolution** explaining what happens to the characters. A resolution may take several chapters to conclude, as in Tom Sawyer. Or, it may be as simple as "And they lived happily ever after."

VOCABULARY
dialogue
episode
inciting incident
climax
resolution

UNIT 2 Key Ideas and Details 67

PART #2

Guided Practice
Read the play. Then answer the questions.

For the Crime of Voting
a play by Jon Kober

CHARACTERS:

A Barber	Mary
Beverly Jones (niece)	David Warner
Edwin Marsh	Newsbys
William Hall	Henry Sedson, a lawyer
Susan B. Anthony	E. J. Kewney, a federal marshal
Goolina	William Storms
Hannah	Judge Ward Hunt

Witnesses, court officials, and courtroom spectators

ACT 1, Scene 1

A barbershop in Rochester, New York, the morning of Nov. 1872. A window looks out onto a busy street, where a big storm is by the door. A sign in the window reads REQUESTED VOTE HERE.

The Barber is shaving a customer, Beverly Jones, Edwin Marsh, and William Hall, election officials, are grouped around a bench in the foreground of the scene.

BARBER: So, you've already forgotten his service in the late war?

JONES: Sir, I stand proud to note in my admiration for Goetz as a soldier. I believe he's been a prize winner for a prize I turned on Tuesday to vote for Mr. Greeley.

MARSH: You'll be throwing your vote away, Mr. Jones. Greeley got a chance, either in this state or in the country at large.

JONES: Mr. Marsh, I don't believe any man in our republic that vote away. I know as well as you do that my fellow voters turn out in droves in their blue suits, and the ground will landslide. I served proudly in the 18th New York Regiment. I'd enlist again if the rebels were ever to raise the stars and stripes. However, I hold the ballot to be sacred, and on I go. I intend to cast mine for Mr. Greeley.

BARBER: Nice speech, Jones. Tell us, what office are you running for?

There is laughter among the men, except for Hall, who is out the window.

HALL: Gentlemen, here comes trouble.

What really happened?
With a group, research and report on the career of Susan B. Anthony and her quest for voting in 1872.

Determine which of these is an example of scenery used in this play.

A a desk
B a barber
C a handbag
D a newspaper

An object that can be picked up and moved by an actor is a prop. A person is a character in the play. Scenery is the larger objects that don't get moved around on the stage.

Explain how the author uses setting and dialogue to develop the conflict in this play.

The setting is a shop that also functions as a voter registration office. You already know that the events of the plot are going to center around voting.

UNIT 2 Key Ideas and Details 76

PART #3

Test Yourself
Read the passage. Then answer the questions.

The 50-Cent Piece
a traditional ghost story

1. There was a couple from Scotland who were returning home from visiting relatives. They were driving in their carriage, hoping to pass the night at the inn north of Schenectady. But it was a warm afternoon and their little boy home could go only so fast and no faster. As night was falling, they found themselves in deep woods. They were still at some distance from the inn, and they knew they would have to seek shelter for the night.

2. The man saw a light through the trees and turned their horse into a narrow lane leading up a hill. At the top stood a small, neat house. An elderly couple met them at the door. They were night-lodgers and were obviously about to go to bed, but they gave the travelers welcome. They introduced themselves as Mr. and Mrs. Bruin. The old woman gave the travelers refreshment, and her husband showed them to a room where they could spend the night.

3. "This is most kind of you," said the man. "Please, let us pay you for your hospitality."

4. "I wouldn't hear of it," said old Mr. Bruin. "I'd do the same for anybody, and I'm sure you'd do the same for me."

5. The next morning the travelers awoke early and got ready to leave without waking their hosts. But they still felt about imposing on the old couple, so the man left a half-dollar coin in the middle of the kitchen table. Then he hitched up their horse, and soon he and his wife were on their way.

6. Some time later, they reached the inn where they had hoped to stay the night and stopped for breakfast. As the innkeeper served them, they related their story of the previous night. When the woman described the kindly old couple who had sheltered them, the innkeeper turned pale and began to tremble.

7. "Plev niles back, you say?" said the innkeeper. "Up a little hill on the right?"

8. "That's it exactly," said the man. "A Mr. and Mrs. Bruin. A fine old couple."

9. "It can't be," said the innkeeper. "The Bruins were killed three years ago in a fire that destroyed their house!"

10. "Nonsense!" laughed the man. "They were certainly alive and well last night!"

11. After discussing the matter a moment longer, the innkeeper shut up his house and got into the carriage with the travelers. Together they drove back out of town and toward Lake Erie. It was overgrown with weeds and brush. At the top they found—not a house, but a burned-out shell of one with ivy growing thickly among the ruins.

12. "Well, obviously," said the man, "this house has not sheltered anyone for a long time. I must have been mistaken. Is there another such place further back on the road?"

13. Just then his wife screamed. Wonderfully, she pointed into the ruin. There stood a burnt and charred table. Lying in the middle was a shiny 50-cent piece.

1. What is the inciting incident in this story?

A It begins to grow dark.
B The man sees a light through the trees.
C Mr. and Mrs. Bruin welcome the travelers.
D The man leaves the 50-cent piece on the table.

2. How does the innkeeper help to move the events of the story along?

A He tells the couple that the Bruins died three years ago.
B He provides lodging for the couple while they are traveling.
C He shows a 50-cent piece from the couple.
D He serves breakfast to the couple.

3. How does the setting affect the story?

UNIT 2 Key Ideas and Details 77

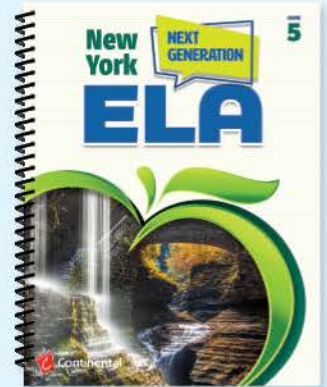
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UNIT 2 Key Ideas and Details

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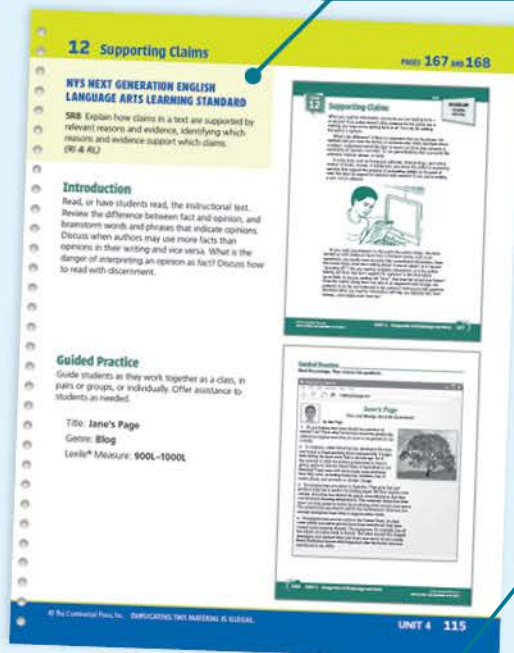
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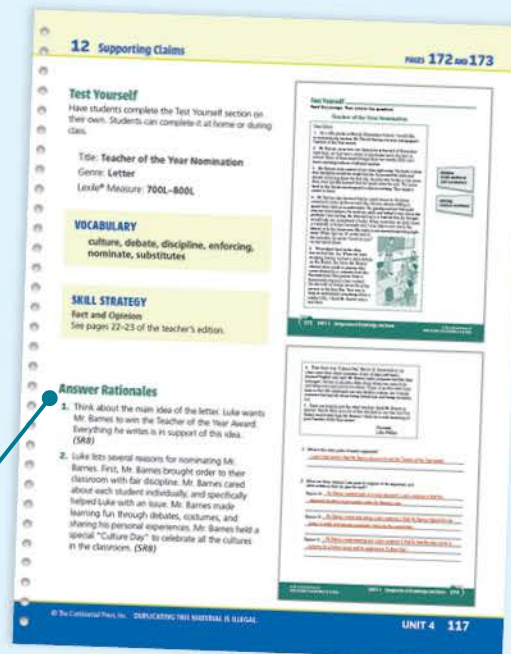


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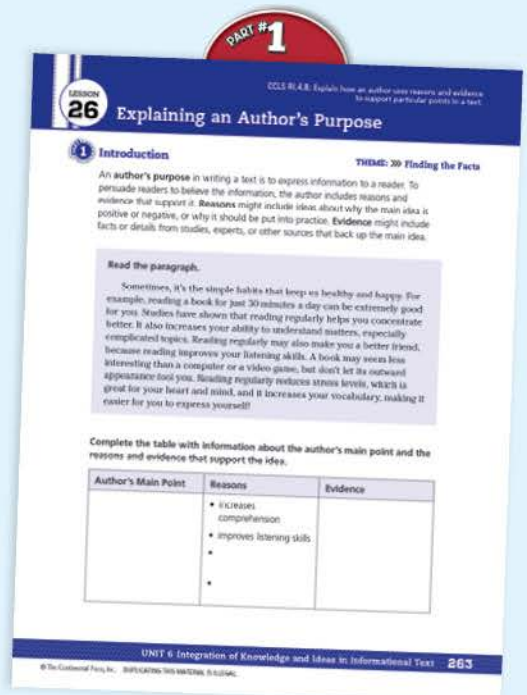


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Student Book, Grade 4



PART 4

4 Independent Practice

Read the passage. Then answer the questions.

Solving the Problems of America's Roads



- The problems with America's roads were not easy to solve. The country needed strong leadership. Solving these problems took time, money, and hard work.
- The first step was taken by the police of New York City. They created "rules of the road." Slow vehicles had to keep to the right. Faster vehicles could pass on the left. Drivers must use hand signals when they turned, stopped, or slowed down.
- Another problem was the many accidents that happened at junctions. The first electric traffic signals were installed in the city of Cleveland, Ohio. A red light meant stop, and a green light meant go. Other cities added traffic signals that had a third color light. This yellow light signaled caution or slow down.
- In the early years of the automobile, there were no drivers' licenses. There were no age limits for drivers. There was no auto insurance. This soon changed. Automobile owners had to register their cars. New York was the first state to give drivers' licenses to certain drivers. Then New Jersey drivers had to have a license to drive. They had to pass an exam to get a license.

UNIT 6 Integration of Knowledge and Ideas in Informational Text

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4 Independent Practice

- The US needed a road system. The Bureau of Public Roads was created in Washington, DC, in 1915. It worked with the states to take care of and organize the roads. Old roads were repaired, and new, paved ones were built. Laws were passed on the roads to mark traffic lanes. Speed limits were established. The first were posted on signs. Roads were given route numbers. Major highways received US highway shields. Routes that ran north to south were given odd numbers. Routes that ran east to west were given even numbers.
- President Eisenhower knew there was a need for wide, smooth, well-maintained highways. These highways must connect state-to-state and coast-to-coast. He was sure that this type of highway system would improve safety. It could help businesses and small towns grow.
- The government created the US Interstate Highway System in 1956. Engineers began working on these interstate highways. They tested road materials. They studied bridge and road plans. They built roads that were the same all across the country.
- The US Interstate Highway System was to be the largest project in US history. It would take 40 years to build. It would have 54,000 bridges and 100 tunnels. More than 46,500 miles of Interstates would cross America. The roads would pass through every state in the nation.

1 Part A

- What is the author's main point in paragraph 5?
- to describe the road system that was put into place
 - to explain why the US needed a road system
 - to explain how to read a map
 - to describe the leader of the Bureau of Public Roads

Part B

Which of the following from the passage best supports the answer to Part A?

- "The Bureau of Public Roads was created in Washington, DC, in 1915."
- "Roads were given route numbers."
- "The US needed a road system."
- "It worked with the states to take care of and organize the roads."

270 UNIT 6 Integration of Knowledge and Ideas in Informational Text

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4 Independent Practice

Lesson 26

- In paragraph 6, which of the following reasons does the author give for why President Eisenhower thought highways were needed?

- to make driving safer
- to create a more beautiful driving experience
- to help people learn how to drive
- to keep people from getting lost

- What are two pieces of evidence that support the point that some changes regarding roads began in New York?

- What is the author's main point in paragraph 1, and what detail in the first paragraph supports that point?

UNIT 6 Integration of Knowledge and Ideas in Informational Text

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Student Book, Grade 4

REVIEW

UNIT 6 REVIEW

Integration of Knowledge and Ideas in Informational Text

CC.1.6.4.7-9

Read both passages. Then answer the questions.

Tips for Using Your Digital Camera

- Know your camera! Always read the instruction book. Find out what all the different switches, buttons, and controls do. Learn how to use the flash.
- First, set the date and time! Every week or so, check the time setting.
- Practice taking photographs before using the camera.
- Use the camera's highest resolution. This setting gives the sharpest pictures. Check the picture.
- Keep your camera's battery charged.
- Make sure the card is in it.
- Learn about the camera's zoom. This setting gives the sharpest pictures.
- Experiment with the zoom. Usually, the optical zoom can be used in images. You can do it.
- Check the camera's settings. The camera should be set to find out the date and time.
- Use the camera's flash in the shade. The flash will help you see when you will see.
- A tripod is very helpful. It can help you take the camera steady. You can use a tripod to take a picture of a scene post or a landscape.

Arrange your photographs according to the kind of clouds in the sunset. What can you tell about the sunset from the cloud patterns? Compare the sunset photos to your photos of clouds at different times of the day. Use the Internet or other books to get more information about how dust in the air affects sunsets.

- What is an appropriate title for a report that integrates information from both passages?
 - How to Protect and Use a Camera
 - How to Make Cloud and Tree Photo Albums
 - Using a Camera's Settings for Science Projects
 - Using a Camera's Features and Settings
- Which tips from passage 1 would be the most useful for making a tree photo album?
 - Tips about using a tripod.
 - Tips about using batteries.
 - Tips about printing photos.
 - Tips about using a zoom lens.

- What kind of photographs will a tripod help take? Use the picture and details from the text to explain your answer.

- How could you use the tips in passage 1 to do one of the projects in passage 2? Use specific examples from the text.

284 UNIT 6 REVIEW Integration of Knowledge and Ideas in Informational Text

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UNIT 7
Writing on Demand

This unit will help you with all your writing. You will learn why it is important to edit your work. You will learn more about the different types of writing. All writers write with a purpose, and these lessons will help you understand these different types of writing. You will also learn more about the rules of English. These rules will help you write better.

LESSON 28 The Writing Process

It is important to edit your work. You will learn more about the different types of writing. All writers write with a purpose, and these lessons will help you understand these different types of writing. You will also learn more about the rules of English. These rules will help you write better.

LESSON 29 Argumentative Writing

Argumentative writing is a type of writing that is used to convince someone to do something. It is a type of writing that is used to convince someone to do something. It is a type of writing that is used to convince someone to do something.

LESSON 30 Informational Writing

Informational writing is a type of writing that is used to provide information. It is a type of writing that is used to provide information. It is a type of writing that is used to provide information.

LESSON 31 Narrative Writing

Narrative writing is a type of writing that is used to tell a story. It is a type of writing that is used to tell a story. It is a type of writing that is used to tell a story.

LESSON 32 Rules of English

Rules of English are the rules that govern the English language. They are the rules that govern the English language. They are the rules that govern the English language.

LESSON 33 Vocabulary

Vocabulary is the collection of words that a person knows. It is the collection of words that a person knows. It is the collection of words that a person knows.

1 Introduction

When you write to persuade, you are writing to convince someone to respond or take action. An example of persuasive writing is a student's letter to the principal asking her to improve the lunch choices by adding yogurt and sandwich wraps to the menu. An email message, a column in the newspaper, and a letter to the editor of the school newspaper are examples of persuasive writing.

You need a strong argument to persuade the reader to agree with something or take action on an issue. You need to organize your ideas in a logical order. The topic sentence should state your opinion on the subject. Your opinion is what you think or feel about a subject. A strong argument is supported with facts, reasons, and examples. Facts are statements that can be proven. Reasons explain why your argument or opinion makes good sense. If you want the reader to agree with your point of view, you must support it. You should also think about the opposing point of view and offer points of your own that counter these opposing points of view. Your last sentence should be a strong ending that sums up your argument.

2 Guided Practice

Read the question. Then answer the questions.

You have been asked to write a letter to your school newspaper to convince students that wearing a school uniform is a good idea. Be sure to:

- state your opinion clearly in the first sentence
- use facts, reasons, and examples to support your opinion

300 UNIT 7 Writing on Demand

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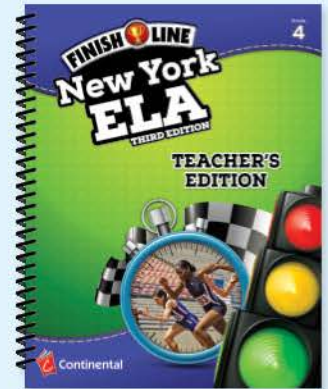
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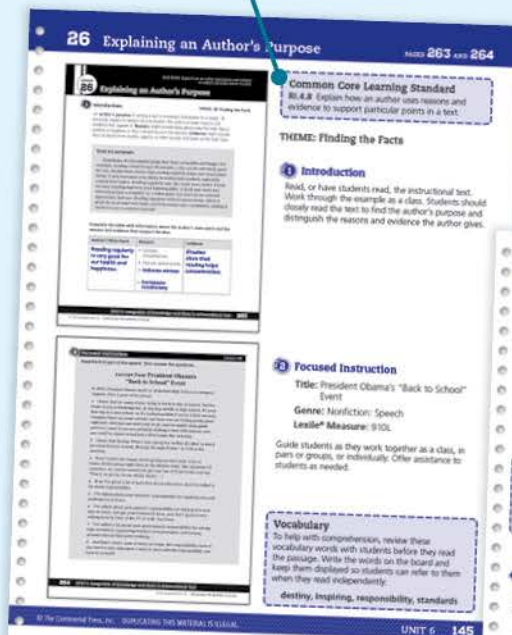


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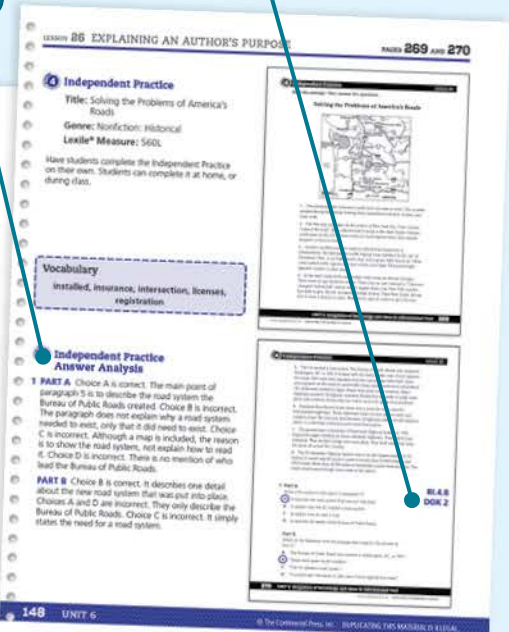
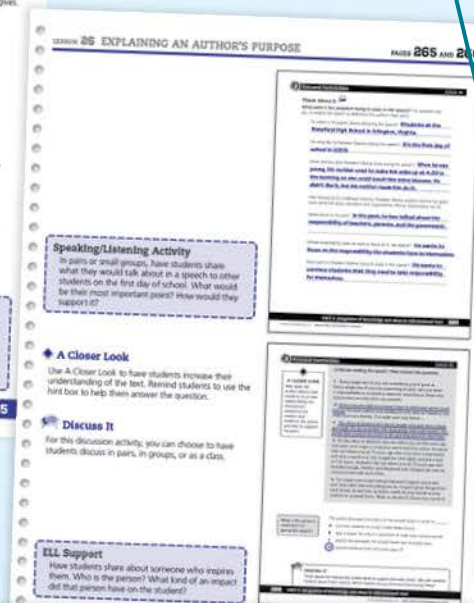
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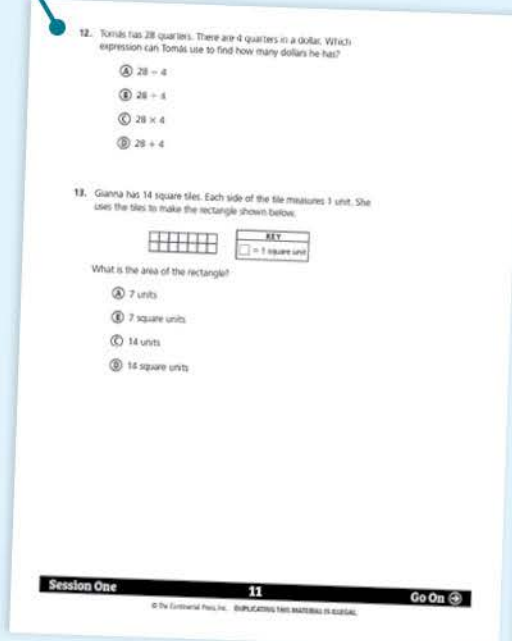
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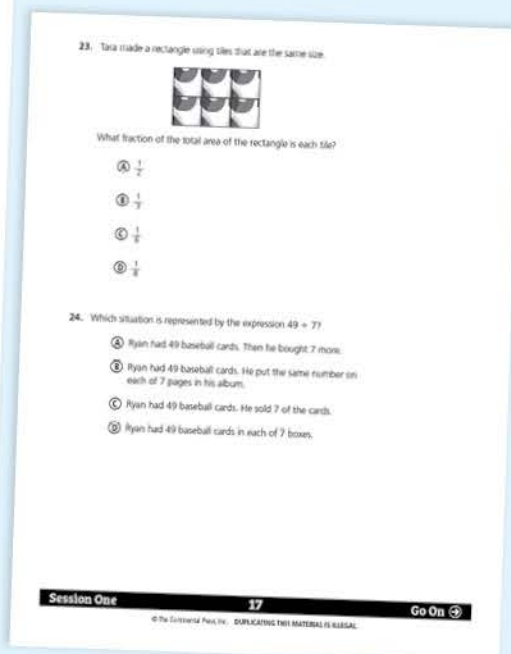
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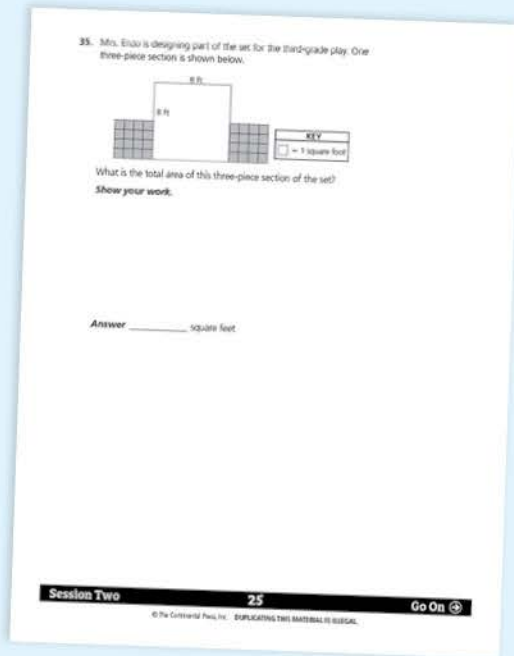
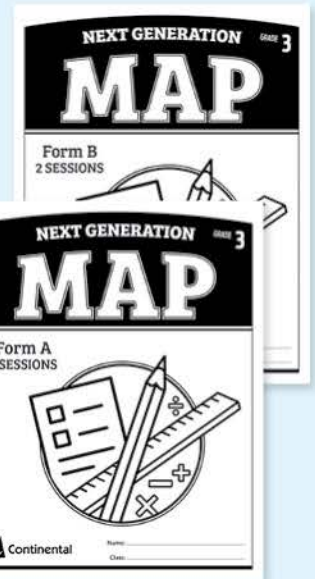
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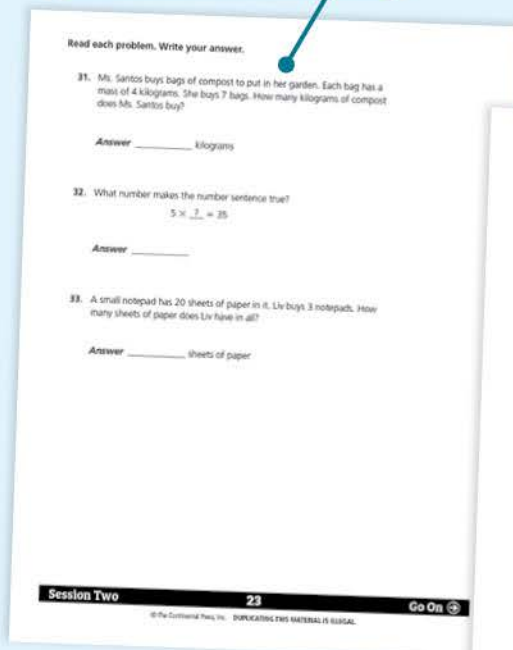
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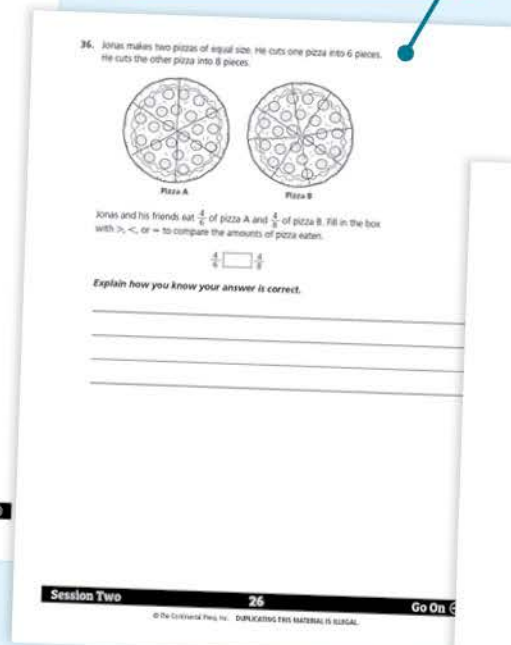


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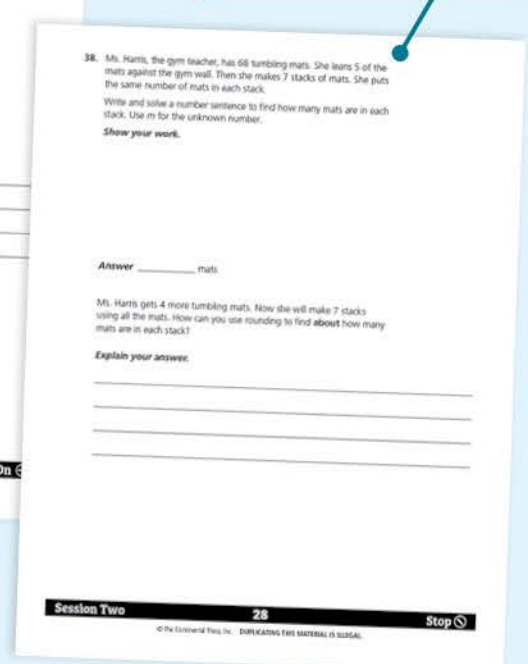
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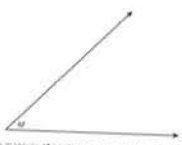
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Use provided tools and reference sheets from teacher's guides

Read each problem. Fill in the circle for the correct answer.

31. Look at angle $\angle M$ below.



What is the measure of angle $\angle M$ written as a fraction of a complete circle?

Ⓐ $\frac{45}{360}$
 Ⓑ $\frac{45}{180}$
 Ⓒ $\frac{175}{360}$
 Ⓓ $\frac{175}{180}$

Session Two 20 Go On ➞

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34. Ella asked students in her class how old they were when they learned to ride a bike. She put her data in the table below.

AGE WHEN LEARNED TO RIDE BIKE	
Age (in years)	Number of Students
4	3
5	12
6	9
7	1
8	1

Which bar graph correctly shows Ella's data?

Ⓐ AGE WHEN LEARNED TO RIDE BIKE
 Number of Students
 12
10
8
6
4
2
0
4 5 6 7 8
Age (in years)

Ⓑ AGE WHEN LEARNED TO RIDE BIKE
 Number of Students
 12
10
8
6
4
2
0
4 5 6 7 8
Age (in years)


Ⓒ AGE WHEN LEARNED TO RIDE BIKE
 Number of Students
 12
10
8
6
4
2
0
4 5 6 7 8
Age (in years)

Ⓓ AGE WHEN LEARNED TO RIDE BIKE
 Number of Students
 12
10
8
6
4
2
0
4 5 6 7 8
Age (in years)

Session Two 22 Go On ➞

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38. Draw all the lines of symmetry on the figure below.



39. In 2022, the New York Yankees had an average attendance of 40,207 people per game. In 2021, the average attendance was 24,498 per game. What was the difference in average attendance between 2021 and 2022?


Show your work.

Answer _____ people


Session Two 26 Go On ➞

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42. Jade is using pieces of yarn for a project. She has the pieces of yarn shown below.



Measure the pieces of yarn. Make a line plot showing the lengths in inches of Jade's pieces of yarn.



What is the difference in length between the longest piece of yarn and the shortest?

Answer _____ inches

Session Two 29 Go On ➞

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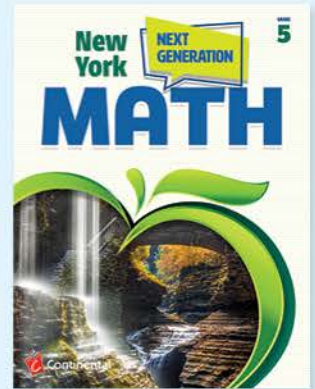
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PART #1

LESSON 3 Multiplying Fractions

You can use a rectangular model to multiply fractions.

Kendra is weaving a small rug. The rug will be $\frac{3}{5}$ yard wide by $\frac{2}{3}$ yard long. What is the area of the rug?

To find the rug's area, multiply the length and width: $\frac{3}{5} \times \frac{2}{3}$. Draw a rectangular model. Divide a rectangle into fifths horizontally and sixths vertically.

First, shade $\frac{3}{5}$ of the rectangle one way. Then shade $\frac{2}{3}$ of the rectangle another way.

There are 30 units in the rectangle in all. Of the 30 units, 15 are shaded both ways. The fraction that represents the amount is $\frac{15}{30}$.

You can write $\frac{15}{30}$ as $\frac{1}{2}$ in lowest terms.

The rug has an area of $\frac{1}{2}$ square yard.

You can also use a rule to find the product of any two fractions.

Multiply the numerators. $3 \times 2 = 6$.
Multiply the denominators. $5 \times 3 = 15$.
Always reduce the product to lowest terms: $\frac{6}{15} = \frac{2}{5}$.

REMEMBER You can also divide the rectangle into sixths horizontally and fifths vertically. You will get the same product.

REMEMBER that the commutative property says you can multiply two numbers in any order.

$\frac{3}{5} \times \frac{2}{3} = \frac{2}{5} \times \frac{3}{3} = \frac{6}{15} = \frac{2}{5}$
is the same as
 $\frac{2}{3} \times \frac{3}{5} = \frac{6}{15} = \frac{2}{5}$

THE GENERAL RULE for multiplying fractions is $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$ where $b, d \neq 0$.

76 UNIT 4 Multiplying and Dividing Fractions

PART #2

GUIDED PRACTICE
Read and solve each problem.

1 A cornfield is $\frac{3}{4}$ kilometer by $\frac{2}{3}$ kilometer in size. What is the area of the cornfield?

A $\frac{3}{12}$ square kilometer
B $\frac{25}{27}$ square kilometer
C $\frac{3}{2}$ square kilometer
D $\frac{1}{2}$ square kilometer

2 Harry has $1\frac{1}{2}$ kilograms of whole-wheat flour. He uses $\frac{2}{3}$ of the flour to bake bread. How much flour did he use?

Answer _____

3 Draw a rectangular model to show how to find $\frac{1}{2} \times \frac{3}{4}$. What is the product?

Answer _____

REMEMBER To find the area of the cornfield, multiply the dimensions.

REMEMBER A mixed number is easier to multiply if it is an improper fraction.

REMEMBER How many parts should you divide it into vertically? How many parts should you divide it into horizontally?

77 UNIT 4 Multiplying and Dividing Fractions

PART #3

TEST YOURSELF
Read and solve each problem.

1 What is the product of $\frac{2}{3}$ and $\frac{3}{4}$ in lowest terms?

A $\frac{5}{12}$ C $\frac{1}{2}$
B $\frac{5}{6}$ D $\frac{1}{3}$

2 A track is $\frac{3}{4}$ mile long. Rafael runs $\frac{2}{3}$ of the track. In lowest terms, what distance does Rafael run?

A $\frac{3}{4}$ mile C $\frac{3}{20}$ mile
B $\frac{6}{9}$ mile D $\frac{3}{10}$ mile

3 Multiply $\frac{4}{5} \times \frac{1}{2}$. What is the product in lowest terms?

A $\frac{1}{10}$ C $\frac{1}{20}$
B $\frac{3}{11}$ D $\frac{3}{20}$

4 The dimensions of a postage stamp are $\frac{3}{4}$ inch by $\frac{1}{2}$ inch. What is the area of the stamp?

A $\frac{3}{8}$ square inch C $\frac{3}{16}$ square inch
B $\frac{7}{11}$ square inch D $\frac{3}{10}$ square inch

5 Zoe has a piece of fabric that is $\frac{2}{3}$ yard long. She uses $\frac{1}{2}$ of the piece in a costume. What part of a yard does Zoe use?

A $\frac{3}{5}$ C $\frac{1}{18}$
B $\frac{3}{15}$ D $\frac{14}{30}$

6 Sam has $\frac{1}{2}$ of a pizza. He eats $\frac{2}{3}$ of his section. In lowest terms, how much of the whole pizza does he eat?

A $\frac{1}{2}$ C $\frac{1}{3}$
B $\frac{1}{4}$ D $\frac{1}{12}$

7 A window is $\frac{3}{4}$ meter high, and $\frac{2}{3}$ of it is covered with frosted glass. What part of a square meter is frosted glass? Draw a rectangular model to show how to find the answer.

Answer _____

78 UNIT 4 Multiplying and Dividing Fractions

TEST YOURSELF

8 A computer screen measures $\frac{9}{12}$ foot by $\frac{10}{12}$ foot. What is the screen's area?

Answer _____

9 A landscaper delivered $\frac{8}{10}$ ton of mulch to a job site. Workers spread $\frac{1}{2}$ of this amount around trees. What amount did the workers spread around trees?

Answer _____

10 Sanya needs to cover the floor of a small closet with carpet tiles. Each carpet tile measures 9 inches by 10 inches.

Part A What is each dimension as a fraction of a foot? Label the drawing above. Then find the area of each tile in square feet. Explain how you found your answers.

Part B The area of the closet floor is 18 square feet. If Sanya buys 32 tiles, will she have enough to cover the floor? Explain your answer.

PART #1

1 Solving Systems of Equations Graphically

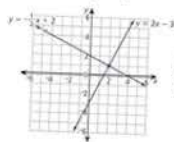
A **system of linear equations** is a set of two or more linear equations. The solution to a system of linear equations is the point or points that are common to both equations in the set. To find the solution to a system of equations, you can graph the lines on a coordinate plane and identify where they intersect.

Graph the system $\begin{cases} y = 2x - 3 \\ x + 2y = 4 \end{cases}$ to find its solution.

The first equation is in slope-intercept form. Rewrite the second equation so it is also in slope-intercept form.

$$x + 2y = 4 \rightarrow 2y = -x + 4 \rightarrow y = -\frac{1}{2}x + 2$$

Graph the system $\begin{cases} y = 2x - 3 \\ y = -\frac{1}{2}x + 2 \end{cases}$ on a coordinate plane.



The solution is the point (2, 1) since this is where the lines intersect.

A system of equations has exactly

- one solution when each equation in the system has a different slope.
- no solution when each equation in the system has the same slope but different y-intercepts, and
- infinitely many solutions if each equation in the system has the same slope and the same y-intercept.

It helps to have equations written in slope-intercept form when graphing them.

The slope-intercept form of an equation is $y = mx + b$, where m is the slope and b is the y-intercept.

To rewrite an equation in slope-intercept form, solve it for y .

$$\begin{aligned} 2x + y &= 7 \\ 2x - 2x + y &= -2x + 7 \\ y &= -2x + 7 \end{aligned}$$



An infinite number of solutions means there are an uncountable number of solutions.

PART #2

GUIDED PRACTICE
Read and solve each problem.

1 Which statement best describes the solution to this system of equations?

$$\begin{cases} y = x + 4 \\ x - y = 4 \end{cases}$$

- A The solution is (0, 4).
- B The solution is (-4, 0).
- C There is no solution.
- D There are infinitely many solutions.

Rewrite the system so both equations are in slope-intercept form. Compare the slopes and the y-intercepts.

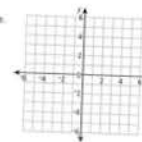
2 Is the point (-3, 5) a solution to this system of equations? Explain how you know.

$$\begin{cases} 3x + 2y = 1 \\ 2x - y = -1 \end{cases}$$

Substitute these values into each equation. Is the point a solution for both equations?

3 Graph and label this system of equations on the coordinate plane. Then identify the solution.

$$\begin{cases} x + y = 2 \\ x - 4y = -3 \end{cases}$$



To graph each line, you need to know its slope and y-intercept.

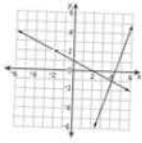
Answer _____

PART #3

TEST YOURSELF

Read and solve each problem.

1 What is the solution to the system of equations shown on this coordinate plane?



- A (1, 4)
- B (-1, 4)
- C (4, 1)
- D (4, -1)

2 How many solutions does this system of linear equations have?

$$\begin{cases} x + 3y = 1 \\ 2x + 6y = 2 \end{cases}$$

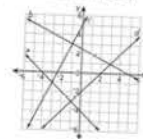
- A none
- B exactly one
- C exactly two
- D infinitely many

3 Graph and label this system of equations on the coordinate plane. Then identify the solution.

$$\begin{cases} y = x + 5 \\ y = \frac{1}{2}x \end{cases}$$

Answer _____

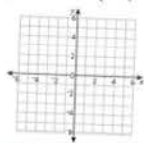
4 Which pair of lines represents a system of equations with the solution (-1, -3)?



- A a and c
- B b and c
- C b and d
- D d and a

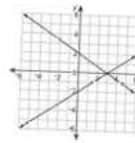
5 Francine wants to graph the system of equations $\begin{cases} 3x - y = 4 \\ 2x + 5y = 0 \end{cases}$. Which shows how she should rewrite these equations before graphing?

- A $\begin{cases} y = 3x + 4 \\ y = -\frac{2}{5}x - 2 \end{cases}$
- B $\begin{cases} y = 3x - 4 \\ y = -\frac{2}{5}x - 2 \end{cases}$
- C $\begin{cases} y = 3x - 4 \\ y = -\frac{2}{5}x + 2 \end{cases}$
- D $\begin{cases} y = 3x + 4 \\ y = -\frac{2}{5}x + 2 \end{cases}$



TEST YOURSELF

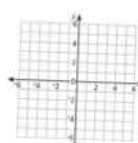
6 Having graphed the equations $2x + 3y = 2$ and $y = \frac{2}{3}x - 2$ on the coordinate plane, Nerissa thinks the solution to this system of equations is (3, 0). Is she correct? Explain how you know.



7 Look at this system of equations.

$$\begin{cases} y = -\frac{1}{2}x + 1 \\ 5x + 2y = -6 \end{cases}$$

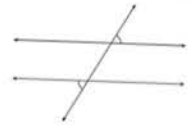
Part A Graph and label this system of equations on the coordinate plane.



Part B What is the solution to this system of equations? Explain how you know.

Flash cards

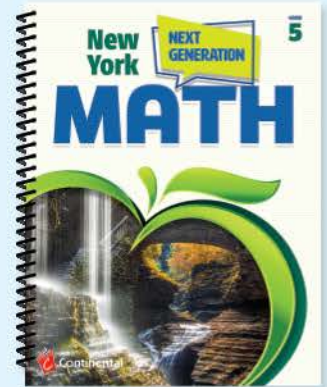
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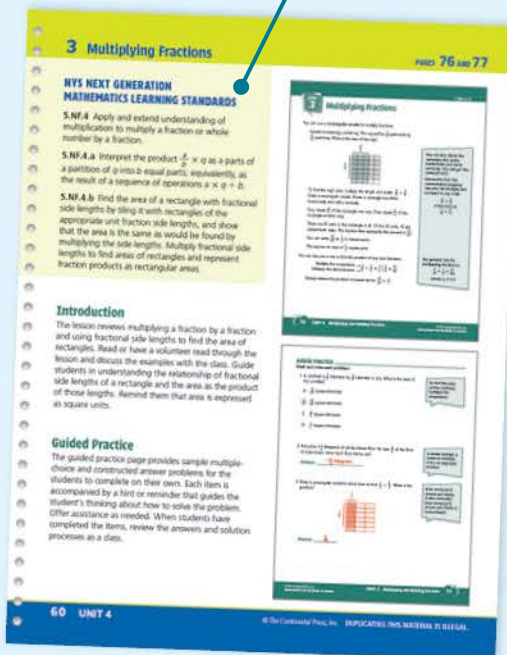
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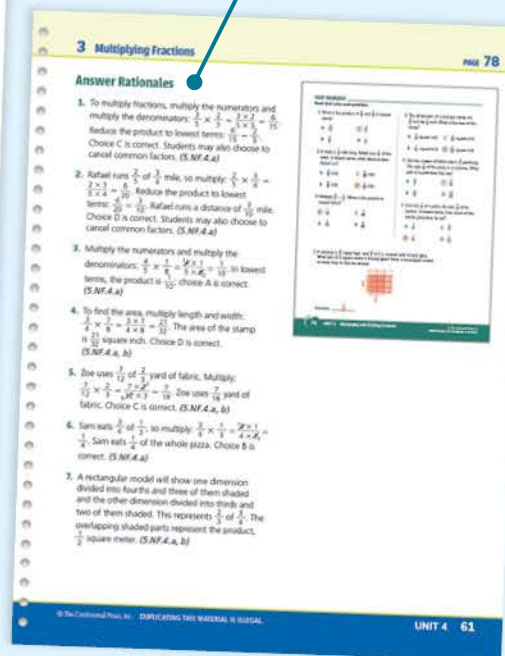
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Math Instruction for Standards Mastery

Next Generation Connections

Components—*See pages 58–61.*

- Student books, printed and eBooks
- Annotated teacher's editions, printed and eBooks

Student Books

Lesson format:

Part #1, Introduction: Review of the skills and concepts with examples

Part #2, Focused Instruction: Problems with leading questions to develop critical thinking strategies as opposed to simple memorization of mathematical processes

Part #3, Guided Practice: Application of strategies with open-ended items

Part #4, Independent Practice: Skill application across multiple item types:
multipart, more than one answer, plot points, complete a table,
multiple choice, open ended

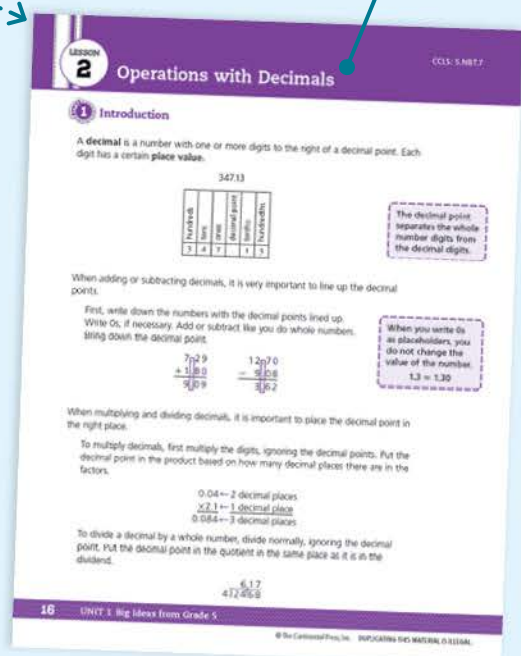
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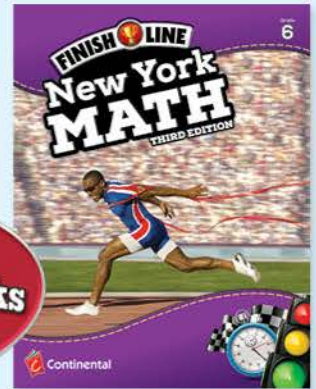
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Question for
critical thinking

LESSON 20 Absolute Value CCLS: 6.N1.7.4, 6.N1.7.5

1 Introduction

Numbers that are **opposites** are the same distance from 0 on the number line, but in opposite directions. So, the opposite of 4 is -4, and the opposite of -4 is 4.

The distance from 0 to a number on the number line is the **absolute value** of the number. The absolute value of a number, x , is written as $|x|$.

Since -4 and 4 are the same distance from 0, they have the same absolute value: 4. The equations $|-4| = 4$ and $|4| = 4$ represent the absolute values of -4 and 4.

The absolute value of 0 is 0, but the absolute value for all other numbers is positive. This is because the distance between two objects is always positive.

To compare the absolute values of two numbers, be sure to first find the absolute value of each number and then compare the two absolute values.

$|-30| > |25|$, because $|-30| = 30$ and $|25| = 25$.

The absolute value of -30 is greater than the absolute value of 25, because -30 is farther from 0 than 25.

Think About It

Explain how to compare the absolute value of -6 with the absolute value of 5.

158 UNIT 3: The Number System

2 Focused Instruction Lesson 20

Distance is always a positive number. Since absolute value represents the distance of a number from 0 on a number line, it is always positive too. You can use absolute value to understand distances. Work with a partner to answer the questions below.

The following is a record of the yards gained and lost in the first eight plays of a football game.

Play	Yards Gained or Lost
1	8
2	-9
3	-12
4	-6
5	9
6	18
7	1
8	-4

Absolute value is the same as the positive distance from that number to 0 along a number line.

In the first play, did the team gain or lose yards? _____
How do you know if they gained or lost yards? _____

In the second play, did the team gain or lose yards? _____
How do you know if they gained or lost yards? _____

How many yards did the team move the ball on the second play? _____
To describe the distance the team moved the ball on this play, would you use a negative or positive number? _____ Explain: _____

In which two plays did the team move the ball the same distance? _____

Did they move the ball in the same direction in both of these plays? _____

Explain how you know they moved the ball the same distance: _____

160 UNIT 3: The Number System

Leading
questions

2 Focused Instruction Lesson 20

What was the greatest distance the team moved the ball on one play? _____

Write an absolute value statement to compare the two greatest distances moved: _____

Plot and label the yards gained or lost from the table on the number line below.

How can you use the number line to order the values in the table from least to greatest? _____

How (can you use the number line to order the absolute values of the numbers in the table from least to greatest? _____

Use what you know about absolute value to answer these questions.

Three friends are at the beach. Darren is on the lifeguard chair 8 feet above the water. Ellen is snorkeling 6 feet beneath the water. Fran is swimming along the surface of the water.

1 Write the height of each person's position in relation to the height of the water as an absolute value.

Darren _____
Ellen _____
Fran _____

2 Write an inequality that compares the absolute values of the heights of the three friends' positions relative to the water level: _____

160 UNIT 3: The Number System

Hints and reminders

3 Guided Practice Lesson 20

Solve the following problems.

1 On Monday, the value of a stock dropped 4 points.

Part A Write an absolute value to model the change in value of the stock on Monday.

Answer: _____

Part B By Friday, the value of the stock dropped more than 11 points. Write an inequality statement that best describes p , the change in points of the stock by Friday.

Answer: _____

2 Aron wrote the expression $|25|$.

Part A What is the value of the expression?

Answer: _____

Part B What other number has the same absolute value as $|25|$? Explain how you know: _____

3 The changes in population for four towns in the last year are listed below.

Springdale: -312; Lincoln: 284; Oakwood: -150; Newtowne: 75.

Find the absolute value of the change in population for each town in the last year.

Springdale _____ Oakwood _____
Lincoln _____ Newtowne _____

161 UNIT 3: The Number System

PART #4

4 Independent Practice

Lesson 20

Solve the following problems.

- 1 Which statement is modeled by this number line?

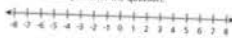


- A $-2 = 2$
B $|2| = 2$
C $|2| = -2$
D $|-2| = 2$

- 2 Malik threw a round flying disk forward. Because of a strong wind, the disk landed 10 feet behind him. Which absolute value statement can be used to model the distance the flying disk traveled?

- A $|10| = -10$
B $|-10| = 10$
C $|-10| = -10$
D $-|10| = 10$

- 3 Use this number line to help answer the question.



Which numbers have an absolute value of 7?

- A 7 only
B -7 only
C 7 and -7
D 0, 7, and -7

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4 Independent Practice

Lesson 20

- 4 Use this number line to help answer the question.



Which statement is true?

- A $-|6| = -6$
B $-|3| = 3$
C $|-7| = -7$
D $-|9| = 9$

- 5 Diego thinks $|-40| = -40$. Is he thinking correct? Explain how you know.

- 6 Bianca wrote the expression $-|6|$.

Part A What is the value of the expression?

Answer _____

Part B How does $-|6|$ compare to $-|6|$? Explain.

- 7 Write each of the following absolute values in the correct box below.

$|45|$, $|45|$, $|-45|$, $|45|$, $|-45|$, $|-45|$, $|-45|$, $|-45|$

Greater Than 5	Equal To 5	Less Than 5

UNIT 3: The Number System

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4 Independent Practice

Lesson 20

- 8 Colby monitored how the temperature changed between 10:00 a.m. and 12 noon each day for a week.

Day of the Week	Daily Temperature Change ($^{\circ}\text{F}$)	Absolute Value of Daily Change
Monday	+3	
Tuesday	-6	
Wednesday	+9	
Thursday	-4	
Friday	-2	
Saturday	+5	
Sunday	+12	

Part A What is the absolute value of each daily change? Fill in the column in the table above.

Part B Order the changes in temperature as absolute values from least to greatest.

Answer _____

- 9 Which of the following statements are true? Select all that apply.

- A $-|3| = -8$
B $-|9| = 9$
C $|2| = |-2|$
D $-|10| = |10|$
E $|-12| = -12$
F $-|20| = -20$
G $|17| = 17$
H $-|15| = |-15|$

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REVIEW

UNIT 3 REVIEW The Number System

CC.8.NA.1.7

Solve the following problems.

- 1 The cost of some paint supplies are shown below.



Part A A set of supplies includes 2 paintbrushes, 1 paint roller, and 2 paint trays. What is the total cost of a set of supplies?

Answer \$ _____

Part B Clark painted 3 rooms in different colors. He bought a new set of supplies for each room. If Clark paid with a \$50 bill, how much change did he get back? Show your work.

Answer \$ _____

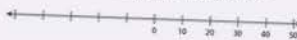
- 2 Mark True or False for each of the following statements.

	True	False
The least common multiple of 3 and 5 is 15.	<input type="checkbox"/>	<input type="checkbox"/>
The least common multiple of 6 and 9 is 54.	<input type="checkbox"/>	<input type="checkbox"/>
The least common multiple of 4 and 10 is 20.	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 3 REVIEW: The Number System

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- 9 In Saudi Arabia, the temperature reached 43°C in July. In another part of the world, the temperature was opposite of that in Saudi Arabia. Complete the number line and graph the two temperatures.



- 10 A clock counts down time in seconds. Shortly before the start of a game, the clock reads -60.

Part A Write an absolute value statement to model this amount of time, in seconds, on the clock before the start of the game.

Answer _____

Part B When the clock first starts counting down time, there are more than 300 seconds before the start of the game. Write an inequality statement that best describes t , the time in seconds, when the clock first starts counting down time.

Answer _____

- 11 Which statement is true based on the inequality $-5 > -8$?

- A -5 and -8 are on opposite sides of 0 on a number line.
B -8 is to the left of -5 on a number line.
C -5 is farther from 0 than -8 is.
D -8 is to the right of -5 on a number line.

- 12 Check the correct boxes in the table to show which numbers are factors of 32, 48, and 60. Check all that apply.

Factor	Factor of 32	Factor of 48	Factor of 60
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Flash cards

number of
centimeters
in a meter

100

number of
meters
in a kilometer

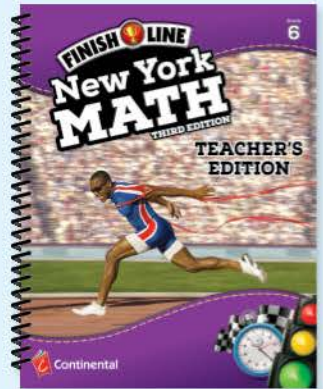
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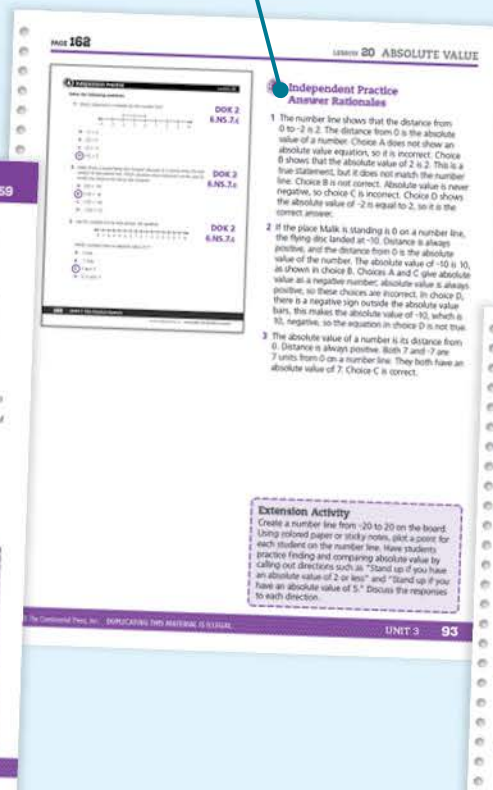
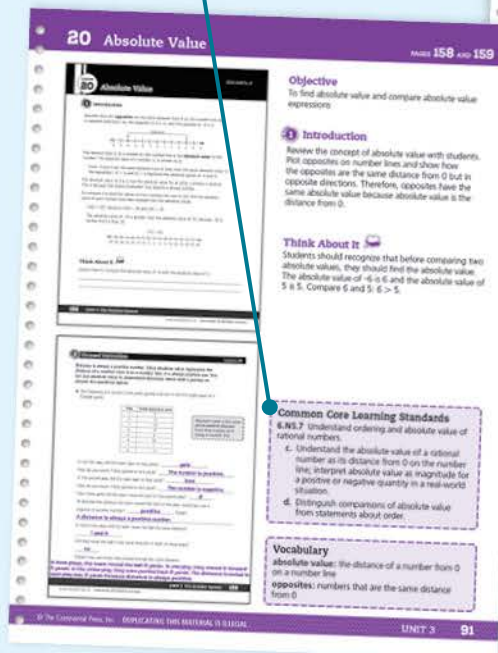


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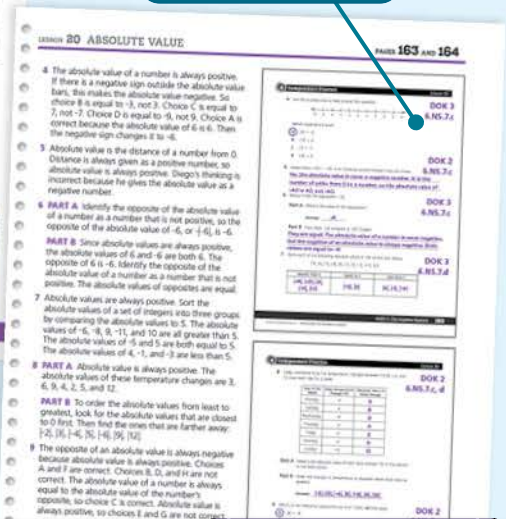
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Topics that are often stumbling blocks for students are covered in detail, beginning with a careful explanation of fundamentals and building on those to an understanding of the processes.

Question Types of the Exam

- Multiple-choice items and 4- and 6-point constructed response problems test multiple anchors.
- Module reviews can be used as practice tests.

Connections to Next Generation

To help you apply the Common Core Learning Standards (CCLS) to today's Next Generation, visit our website for the New York Next Generation Learning Standards Crosswalk.

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NY curriculum sequence

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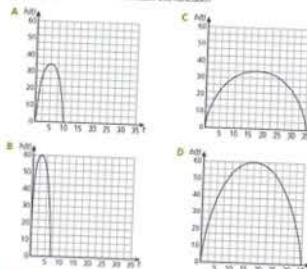
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Guided examples

Try this sample question.

5-3 The height a rocket travels in relation to time can be approximated using the function $h(t) = -5t^2 + 35t$. In the function, $h(t)$ represents the height of the rocket, in meters, at t seconds.

Which graph can be used to model this function?



First make a table by choosing some values for t and substituting them into the function $h(t)$.

t	0	5	10	15	20	25
$h(t)$	0	157.5	350	450	350	0

Then identify the graph that contains these points. The graph in choice B passes through these points. Choice B is correct.

LESSON 6 Creating Quadratic Equations

Finding Quadratic Equations

Quadratic functions are often used in science and business situations. For example, in physics, the function that models objects in motion is $h(t) = \frac{1}{2}gt^2 + v_0t + h_0$. In this function,

$h(t)$ is the height of the object, in meters, at time t , in seconds.
 g is the constant force of Earth's gravity, -32 ft/sec^2 or -9.8 m/sec^2 ,
 v_0 is the initial velocity, or rate at which the object changes position
 in meters, and
 h_0 is the initial height of the object, when $t = 0$.
 Information needed to create an equation will be found in descriptive
 text problem.

Question.
 A ball is thrown into the air with an initial velocity of 44 feet per second,
 feet from the ground when he throws it. After a few seconds, the
 ball hits the ground. Which function can be used to model the height of
 the ball?
 A $h(t) = -16t^2 + 44t + 5$
 B $h(t) = -32t^2 + 44t + 5$
 C $h(t) = -32t^2 + 5t + 44$
 D $h(t) = -32t^2 + 44t + 5$

Solution. You know that the initial velocity, v_0 , is 44 feet per
 second. The initial height, h_0 , is 5 feet. The force of Earth's gravity, g , is
 -32 ft/sec^2 . Substitute these values into the function $h(t) = \frac{1}{2}gt^2 + v_0t + h_0$.
 This gives $h(t) = -16t^2 + 44t + 5$. Choice B is correct.

A quadratic function of the form $f(x) = ax^2 + bx + c$ can be found
 that is on the graph of the function. In order to determine
 the values of a , b , and c , solve the system of equations
 of equations involving a , b , and c . Solve the system of equations
 and substitute them back into the general form of the quadratic.

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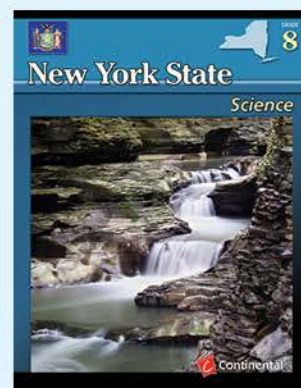
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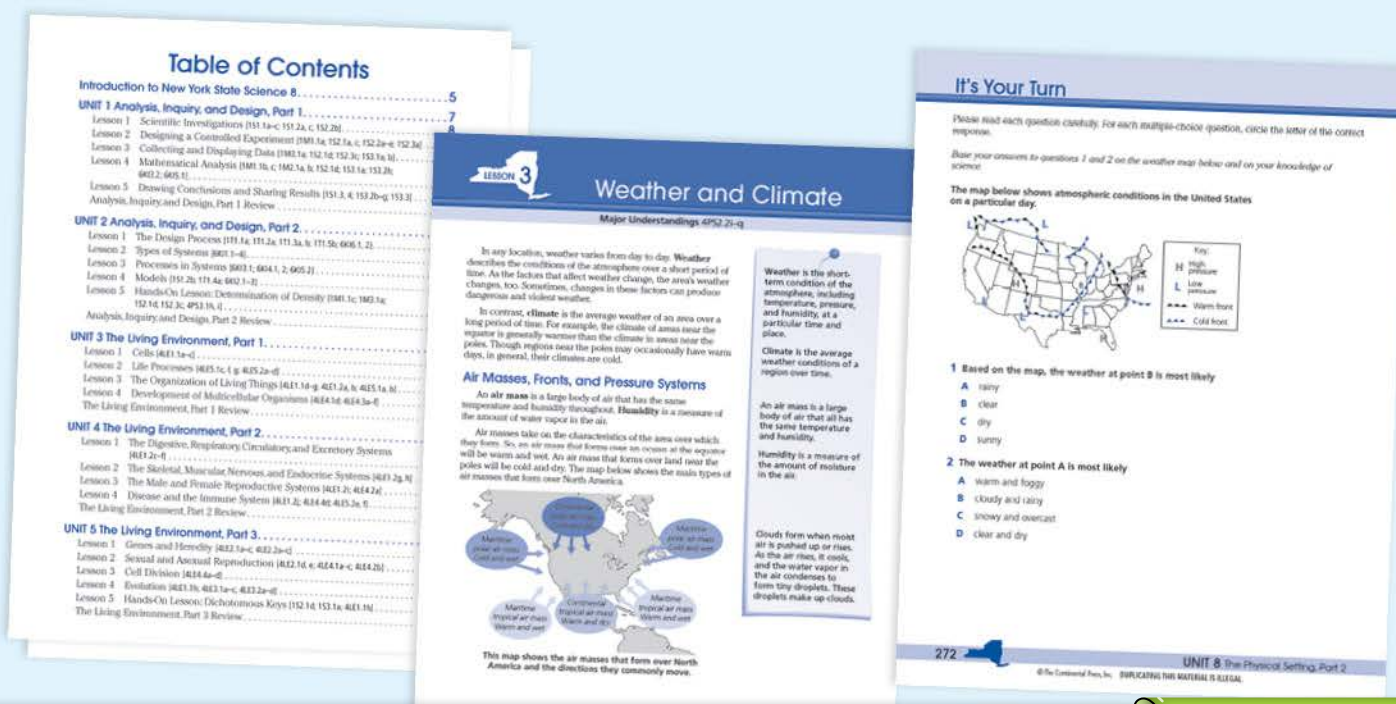
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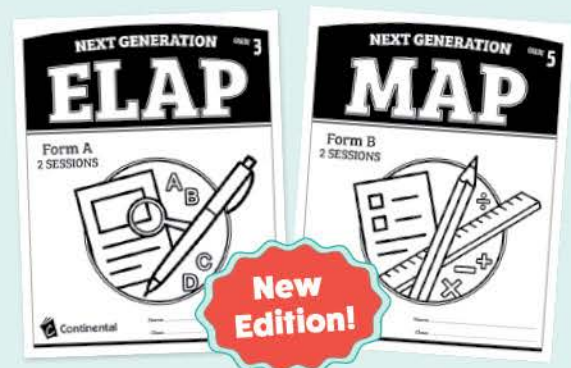
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