

Grades 3–8

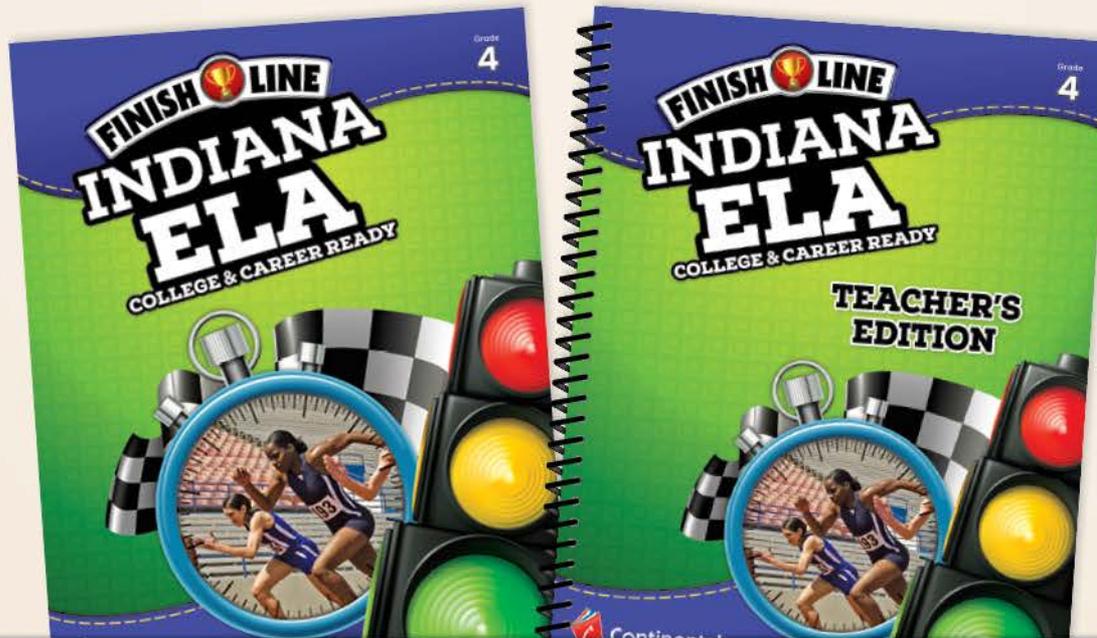
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## What does this series do?

*Finish Line Indiana ELA, College & Career Ready* provides instruction and practice to help students learn the Indiana Academic Standards and prepare for the ILEARN exam. Concise, simply-presented lessons keep students focused and on task. Components include student workbooks and annotated teacher's editions in print and eBook formats.



Grades 3–8

# Standards Connection

Units parallel the college and career ready Indiana Academic Standards.

300+ pages of instruction and practice

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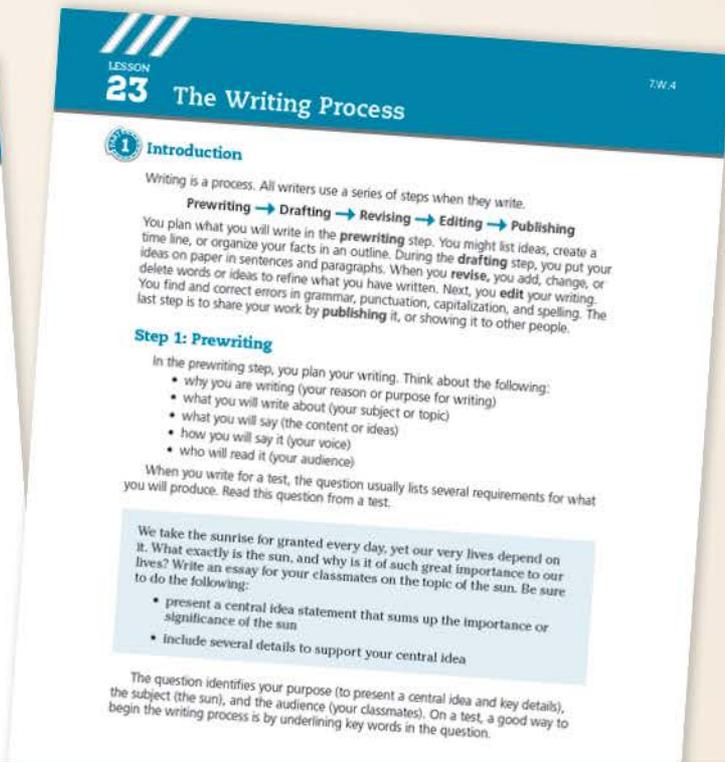
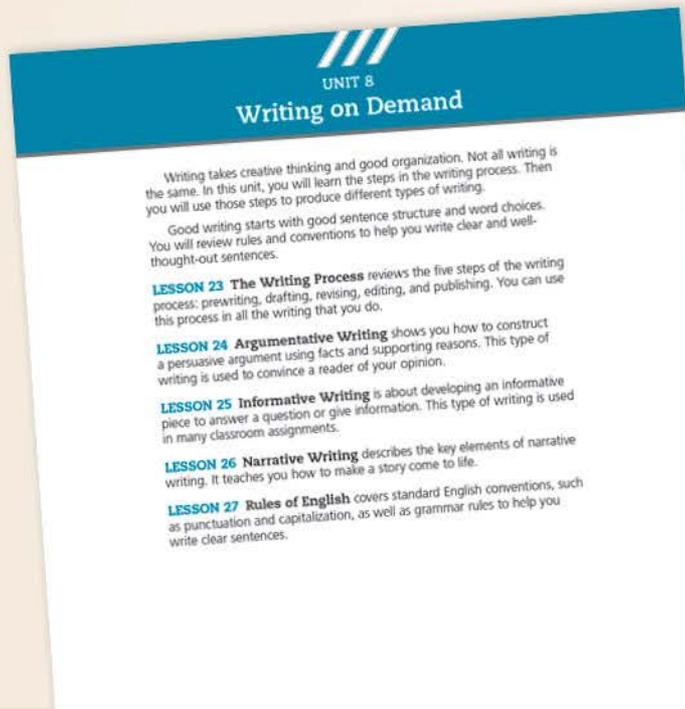
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# Writing

In addition to lessons on reading comprehension skills, each book includes a full unit of writing standards for students to practice the writing process, learn how to answer open-ended questions, edit text, and apply grammar and usage conventions.



## Gradual Release Model

### Part #1: Introduction

Each lesson begins with a brief explanation of the focus standard(s) and how students will use it. Example text, pictures, or graphic organizers support the instruction to help students better understand the skills.

LESSON **1** Supporting Literary Analysis

7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

**1** Introduction

THEME: » People Who Matter

In order to fully understand a literary text, readers must often make **judgments** and **inferences** about the text. Evidence within the text is the basis for these judgments and inferences. Some of the evidence in a text is **explicit**, or directly stated in the words. Other evidence is **implied**. Implied evidence leads you to make an inference about the meaning *behind* the words. When you make an inference, you are connecting implied evidence with what you know from your own life experience to make a logical guess.

Look at the illustration.



What does the illustration show? Complete the chart with ideas you get from the illustration. List the evidence for each idea. Tell whether the evidence is explicit or implied.

Ideas Presented in the Illustration	Evidence for the Idea	Type of Evidence
The girl and her mother...		
The girl and her mother...		

## Gradual Release Model

### Part #2: Focused Instruction

Students can collaborate with a partner, in small groups, or as a class to practice the skill. They read a story, poem, play, or nonfiction piece and work through a series of guiding *Think About It* questions to help them organize their thoughts and build comprehension strategies.



#### Focused Instruction

Lesson 1

Read the first part of the story. Then answer the questions.

#### excerpt from *The Adventure of the Speckled Band*

by Arthur Conan Doyle

- 1 I had no keener pleasure than in following [Sherlock] Holmes in his professional investigations, and in admiring the rapid deductions, as swift as intuitions, and yet always founded on a logical basis with which he unraveled the problems which were submitted to him. I rapidly threw on my clothes to accompany my friend down to the sitting-room. A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.
- 2 "Good-morning, madam," said Holmes cheerily. "My name is Sherlock Holmes. This is my intimate friend and associate, Dr. Watson, before whom you can speak as freely as before myself. Ha! I am glad to see that Mrs. Hudson has had the good sense to light the fire. I shall order you a cup of hot coffee, for I observe that you are shivering."
- 3 "It is not cold which makes me shiver," said the woman in a low voice, changing her seat as requested.
- 4 "What, then?"
- 5 "It is fear, Mr. Holmes. It is terror." She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and grey, with restless frightened eyes, like those of some hunted animal. Her features and figure were those of a woman of 30, but her hair was shot with premature grey, and her expression was weary and haggard. Sherlock Holmes ran her over with one of his quick, all-comprehensive glances.

#### Think About It

What evidence in the text supports the analysis that Dr. Watson is Sherlock Holmes's partner? Recognize the relationship between Holmes and Watson.

Who is Dr. Watson? \_\_\_\_\_  
\_\_\_\_\_

What evidence from the text supports this? \_\_\_\_\_  
\_\_\_\_\_

Is this evidence explicit or implied? \_\_\_\_\_  
\_\_\_\_\_

## Gradual Release Model

## Part #2: Focused Instruction

As the lesson progresses, students apply their close reading skills by completing *A Closer Look* activity. Shaded boxes with hints and reminders are also provided for extra support. Focused Instruction concludes with a *Discuss It* question to reinforce the skill through speaking and listening activities. Students are asked to analyze part of a text to answer a question, and then discuss their answer with their peers.

Lesson 1

**2 Focused Instruction**

Continue reading the story. Then answer the question.

**A CLOSER LOOK**  
Holmes is very observant. Underline two sentences that show evidence of this.

6 "You must not fear," said he soothingly, bending forward and patting her forearm. "We shall soon set matters right, I have no doubt. You have come in by train this morning, I see."

7 "You know me, then?"

8 "No, but I observe the second half of a return ticket in the palm of your left glove. You must have started early, and yet you had a good drive in a dog-cart, along heavy roads, before you reached the station."

9 The lady gave a violent start and stared in bewilderment at my companion.

10 "There is no mystery, my dear madam," said he, smiling. "The left arm of your jacket is spattered with mud in no less than seven places. The marks are perfectly fresh. There is no vehicle save a dog-cart which throws up mud in that way, and then only when you sit on the left-hand side of the driver."

11 "Whatever your reasons may be, you are perfectly correct,"

Lesson 1

**2 Focused Instruction**

How does Holmes go out of his way for the woman in black?

Which evidence allows you to infer that Sherlock Holmes genuinely enjoys his profession?

**A** He is able to pick up on clues that show where the woman in black was before their meeting.

**B** He is able to soothe the woman in black's concerns during their meeting.

**C** He declines to be paid by the woman in black for taking on her case.

**D** He consults a case-book when the woman in black refers to the Farintosh case.

How does Holmes know so much about the lady in black?

Describe the lady's reaction to Holmes's statements in paragraph 8. Use details from the passage in your answer.

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**DISCUSS IT**

What information in the story allows you to make an inference? Turn to another student and together write two inferences you can make based on evidence in the story. Cite text from the story that allows you to make these inferences.



## Gradual Release Model

## Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints. They will encounter a variety of item types, including those on the ILEARN.

- Multiple-choice questions with:
  - one or more correct answers
  - one or two parts
- Short answer
- Writing extended response/essay
- Evidence-based questions

**4 Independent Practice**

Read the passage. Then answer the questions.

### A Couple of Geeks in a Garage

by Edward Seaton



ENIAC—First General Purpose Computer

1 The first computer I ever saw was an IBM 7094, when I was at college. It filled a room in the computing center the size of a two-car garage. It took special training to operate. If you had a project that required a computer, you brought your data to the experts at the center, reserved space in the queue, and waited several weeks for them to process it.

2 That was in 1968. I am writing this article on a MacBook Pro laptop computer. It fills a space between my elbow and my shoulder. I carry it with me and work at my convenience. It can do jobs that those technicians in 1968 couldn't even imagine, and it's faster and more powerful than that garage-sized behemoth.

3 The story of the personal computer began in a garage in 1971. That was where a high-school student named Steve Jobs saw a computer that another friend, a college student named Steve Wozniak, was building. Years later, Jobs recalled that Wozniak "was the first person I met who knew more about electronics than I did."

4 The two Steves were in the right place at the right time. Both had studied electronics at Homestead High School in Cupertino, California.

Lesson 6

**4 Independent Practice**

6 However, who would buy them? The big companies thought that "microcomputers" would be used to control larger computers. The two Steves and their friends at the Homebrew Computer Club, who were building computers from kits, had livelier ideas. "Micros" could be used by small businesses. They could be used for writing, education, and games. They could have hundreds of uses—if they could be made "user-friendly" for people who didn't happen to be electronics enthusiasts.

7 Wozniak set out to build one in his spare time. He wanted to fit all the parts into a small box. He developed a programming language that would let games and other programs be written for his computer.

8 Wozniak showed his computer to engineers at the company where he worked. They didn't think much of it. The most interested person

9 Steve Jobs ran the company until shortly before his death in 2011, and Steve Wozniak still contributes ideas. The company is better known today for smartphones and MP3 music players, but I'm still partial to their computers. My MacBook Pro is the seventh Apple I've owned. I still have the first one, an Apple II that I bought in 1978. It still works. I keep it, fittingly, in my garage.

**1 Part A**

Which statement expresses the central idea of paragraph 1?

A The author saw his first computer when he was in college.

B The IBM 7094 was thought to be the height of technology at that time.

C Early computers were soon replaced by more efficient computers.

D The IBM 7094 was very large and inconvenient to use.

**Part B**

Which of the following sentences best supports your answer to Part A?

A "The first computer I ever saw was an IBM 7094, when I was at college."

B "It filled a room in the computing center the size of a two-car garage."

C "If you had a project that required a computer, you brought your data to the experts at the center, reserved space in the queue, and waited several weeks for them to process it."

## Reviews

Each unit concludes with a review to test all skills covered in the unit. It includes a mix of item types similar to the Independent Practice section.

7.RL.2.1-3

### UNIT 1 REVIEW

## Key Ideas and Textual Support in Literature

Read the story. Then answer the questions.

### Artist Talk

1 Sarah pulled the microphone closer to her mouth and said, "I've never heard of you before. What do you do?"

#### 1 Part A

In paragraph 7, what is meant by the statement, "Preconceived notions only get in the way when you make art"?

- A Art is about thinking, not feeling.
- B Fixed opinions about making art are problematic.
- C Ideas about how to make art are always changing.
- D To make art, one must stay focused.

#### Part B

Which line from the passage best supports the answer to Part A?

- A "Learning to draw is really about learning to see before anything else."
- B "The key is to be as open as possible to what happens as you create."
- C "I, of course, thought I already knew how to see, but that was my first major roadblock."
- D "Even though it was richly lit to show the folds and creases, all I could see was the perimeter."

2 What is the best summary for this story?

- A Sarah describes how a teacher helped her see things differently and helped her become an artist.
- B Sarah describes her frustration with drawing a paper bag every day.
- C Students gather to hear from an artist named Sarah.
- D Sarah describes how she learned to see things differently and how she became an artist.

had set up a still life of a which was lit from a few beautifully dark shadows. I grabbed a drawing and sat down in front of it after day after day, making it which was basically an All I could see were the though it was richly lit to I creases, all I could see I couldn't understand continued to make me and over again. I was existence and impatient ities.

ke many good teachers, mple. He sat down in at the still life, and y drawing the edges at I with a shadow in the I placed the side of the nd just started filling in ly I got it. Even though y bags in my life, I'd of them. I sat back nd that the bag was mension. It changed rything from then on. me how to see, but are as well during his classroom—all ot only for a career yable. Patience and the writer Oscar itates art far more d that was one of d as an artist."

Read the story. Then answer the questions.

### excerpt from *The Story of the Treasure Seekers*

by Edith Nesbit

- 1 Albert-next-door looked over the wall....
- 2 So we said, "Hullo!"
- 3 And he said, "What are you doing?"
- 4 "We're digging for treasure. It's an ancient parchment that tells us where a great place of concealment is. When we have dug deep, we shall find a great pot of gold and precious jewels."
- 5 Albert-next-door said "nonsense!" He cannot play. It is very strange, because he is a very nice uncle. You see, Albert does not read nearly as many books as I do, so he is very foolish and cannot be helped, and you must put up with it when you want to do anything. Besides, it is not fair to be with people for not being like yourself. It is not all right to be different.
- 6 So Oswald said, "Come on, you shall share the treasure."
- 7 But he said, "I shall not dig—only you shall dig."
- 8 "Come along and dig with me. I can use my spade."
- 9 So he came along and dug over the wall, and we worked as well, and got deep. Fincher was very dog, and he is very good at digging for rats in the dirt, so he gets very dirty.
- 10 "I expect we shall find a great treasure," Oswald said, "to reward us for our trouble."
- 11 At last, the tunnel was nearly a yard long, and big enough to creep along to find the treasure. If only it had been a bit longer.

4 In which four ways does Albert differ from the others? From this list, create a summary by writing the four ways in the table in the order they are presented in the passage.

- a. Albert has a very nice uncle.
- b. Albert was buried underneath the roof's tunnel.
- c. Albert is unfamiliar with using a spade to dig.
- d. Albert would rather drink his tea than dig for the treasure.
- e. Albert dislikes Oswald.
- f. Albert does not read many books.
- g. Albert went feet first into the tunnel.

1.
2.
3.
4.

5 Which of the following sentences from the passage does not reveal the narrator's character?

- A "Besides, it is wrong to be angry with people for not being so clever as you are yourself. It is not always their faults."
- B "But Albert wouldn't. So we had to make him."
- C "...he has not read nearly as many books as we have, so he is very foolish and ignorant, but it can't be helped, and you just have to put up with it when you want to do anything."
- D "At last, the tunnel was nearly a yard long, and big enough to creep along to find the treasure."

# Glossary

A glossary includes words and terms that appear in boldface throughout the book, along with their definitions.

## GLOSSARY

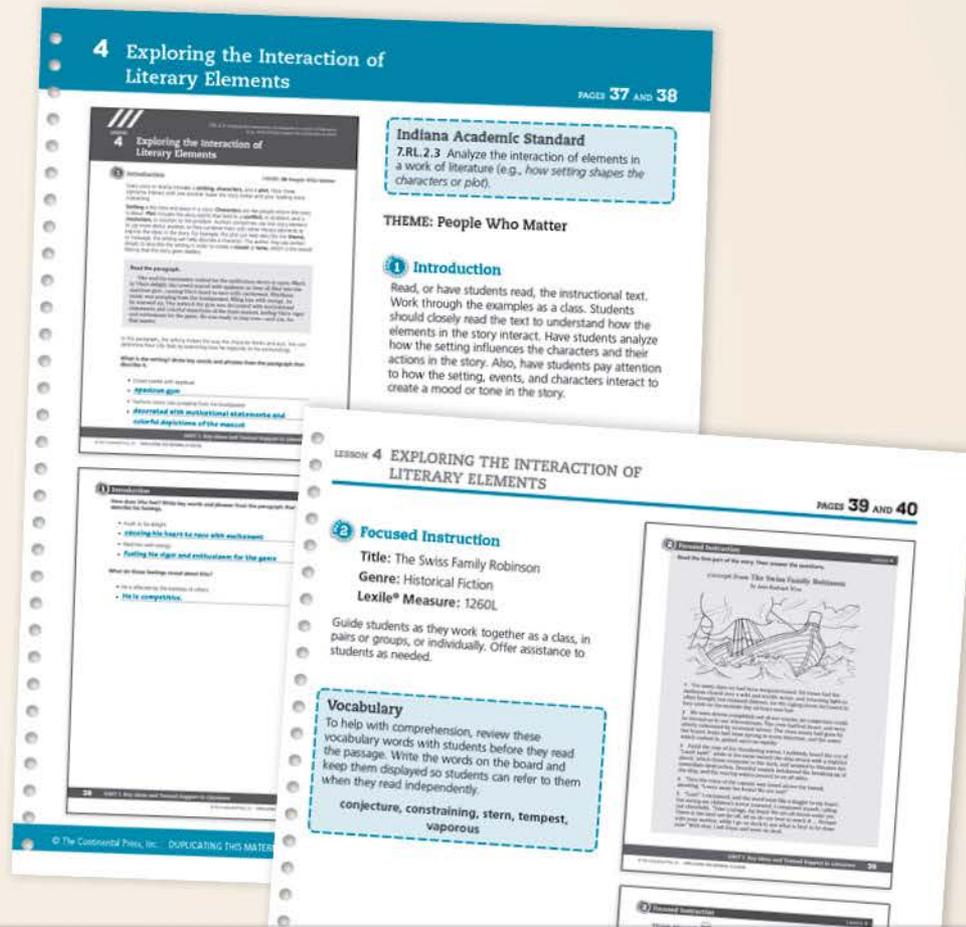
- A** Acts: the divisions of a play  
**Alliteration:** the repetition of sound at the beginning of a word in a group of words  
**Allusion:** a reference to places, people, literature, or events in our culture  
**Analogy:** a statement in which two things are compared because they have something in common  
**Aside:** a short speech that the audience hears but other characters do not in a play  
**Assonance:** the repetition of vowels in the middle or end of a word in a group of words  
**Autobiography:** a biography written by the subject
- B** Biography: a story that tells about a person's life
- C** Cause: the reason something happens or what made it happen  
**Central idea:** the most important idea of a paragraph or story  
**Characters:** who a story is about  
**Chronological order:** the order in which things happen  
**Cinquain:** a set of five lines in a stanza of a poem  
**Comparison:** how two things, actions, or ideas are alike  
**Conflict:** a problem or struggle in a story  
**Connotation:** a suggested idea or feeling toward a word  
**Consonance:** the repetition of consonants in the middle or end of a word in a group of words  
**Contrast:** how two things, actions, or ideas are different  
**Couplet:** a set of two lines in a stanza of a poem
- D** Denotation: the specific meaning of a word  
**Description:** words that tell you more about another word  
**Dialogue:** the words characters speak in a play, book, movie, or narrative

- E** Effect: the result or thing that happens  
 Evidence: proof
- F** Free verse: a poem with no pattern of rhyme
- H** Haiku: a poem with three lines with a specific number of syllables in each line and no rhyme  
**Historical fiction:** realistic fiction that takes place in a past time period  
**Hyperbole:** an exaggeration
- I** Inferences: information figured out with details from the story and what you know
- J** Judgments: personal opinions
- M** Metaphor: the comparison of two like things without using the words like or as  
**Monologue:** a speech made by one actor in a play  
**Mood:** the overall feeling that a story gives readers
- N** Narrator: the person who tells the story or describes the events to the audience in a play
- P** Personification: giving human characteristics to a concept or object  
**Play:** a story performed by actors on a stage  
**Plot:** the events or actions of a story  
**Poetry:** a story full of musical language with rhyming or rhythm  
**Point of view:** the perspective from which a story is told  
**First-person:** the main character is telling the story; uses first-person pronouns I and we  
**Second-person:** the author is narrator; uses second-person pronoun you

## Teaching Support

Annotated teacher's editions include:

- Suggestions for use/teaching strategies
- Annotated student pages with answers
- Correlations to the college and career ready Indiana Academic Standards
- Tier 2 and Tier 3 vocabulary support
- ELL support



# Teaching Support

- Answer analyses
- Depth of Knowledge (DOK) levels
- Speaking/listening, writing, and media/research activities

Highlights where students commonly make mistakes

PAGE 45

LESSON 4 EXPLORING THE INTERACTION OF LITERARY ELEMENTS

**Independent Practice**

Read the poem. Then answer the questions.

**Offering**  
by Haiku  
The speaker is a man.  
The speaker is a man.  
The speaker is a man.

1 How does the speaker feel about the flowers?  
 A. He is angry.  
 B. He is peaceful.  
 C. He is frustrated.  
 D. He is worried.

7.RL.2.3  
DOK 1

2 How do the flowers contribute to the speaker's mood?  
 A. The flowers make the speaker feel angry.  
 B. The flowers make the speaker feel peaceful.  
 C. The flowers make the speaker feel frustrated.  
 D. The flowers make the speaker feel worried.

7.RL.2.3  
DOK 2

3 How does the speaker feel about the flowers?  
 A. He is angry.  
 B. He is peaceful.  
 C. He is frustrated.  
 D. He is worried.

7.RL.2.3  
DOK 3

The speaker in the poem says that chrysanthemums "long ago were common." The haiku has 17 syllables, and the speaker is offering a gift of flowers and of the poem itself.

7.RL.2.3  
DOK 3

**Independent Practice Answer Analysis**

1 Choice B is correct because the speaker calmly offers flowers, shaping the peaceful mood of the poem. Choice A is incorrect because the speaker does not indicate that he is angry. Choice C is incorrect because the speaker is not frustrated and the poem does not reflect a negative mood. Choice D is incorrect because the poem does not reveal a man in a lively act, but rather a calm, peaceful one.

2 Choice D is correct because the speaker uses the flowers to describe himself. Choice A is incorrect because dry flowers are far less pretty than fresh flowers; therefore, if the speaker meant to convey beauty, he likely would have used a different comparison. Choice B is incorrect because dry flowers are typically not extraordinarily colorful. Choice C is incorrect because an offering typically symbolizes the desires of the person making the offering; it doesn't differ from it.

3 Answers should discuss the importance of the number 17. The haiku has 17 syllables. The speaker says that the flowers "long ago were 17." Meaning once they were young, and now they are not. The speaker's offering is both a gift of flowers and a gift of the poem itself.

4 The setting of the poem is Japan, because the haiku is a Japanese art form. The setting shows the man making an offering to an important figure in a calm, natural setting. It shows that the speaker is devoted to his spiritual practices.

**Vocabulary**  
chrysanthemums, offering

**Speaking/Listening Activity**  
Have students talk about the choice of words in the poem. Discuss what students can infer from the use of the word dry. Talk with students about other words that could be substituted in the poem. Discuss how the choice of words affects the meaning or the reader's understanding of the poem.

## eBooks

Continental's eBooks go where you and your students need to be, making them ideal for both distance and blended learning models. Our printed books are delivered online with features to help you personalize instruction and make the most of practice time.



# Student Tools and Notifications

With the easy-to-use tools and notifications, students can:

- Add bookmarks, notes, and highlights as they're working through their lessons.
- See teacher notifications for homework and assessment assignments, blog posts, and feedback for their assignments.
- View their eBook library.

The screenshot displays an eBook interface. On the left is a vertical sidebar with icons and labels for 'Contents', 'Bookmarks', 'Notes', 'Highlights', 'Settings', and 'Help'. The main content area is titled '2 Focused Instruction' and 'Lesson 1'. It contains a question: 'How does Holmes go out of his way for the woman in black?' followed by four multiple-choice options (A, B, C, D). Below the question is another question: 'How does Holmes know so much about the lady in black?' followed by a prompt to describe the lady's reaction and four horizontal lines for writing. The top right of the interface has icons for search, back, and 'Back to Library'.

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2 Focused Instruction

Lesson 1

How does Holmes go out of his way for the woman in black?

Which evidence allows you to infer that Sherlock Holmes genuinely enjoys his profession?

A He is able to pick up on clues that show where the woman in black was before their meeting.

B He is able to soothe the woman in black's concerns during their meeting.

C He declines to be paid by the woman in black for taking on her case.

D He consults a case-book when the woman in black refers to the Farintosh case.

How does Holmes know so much about the lady in black?

Describe the lady's reaction to Holmes's statements in paragraph 8. Use details from the passage in your answer.

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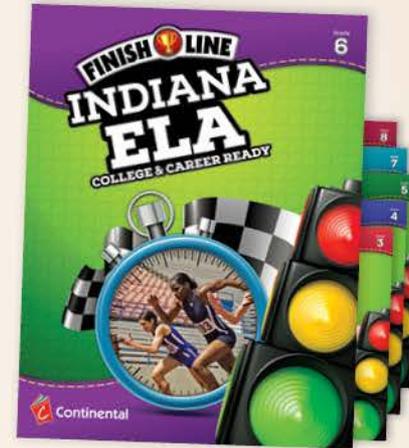
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