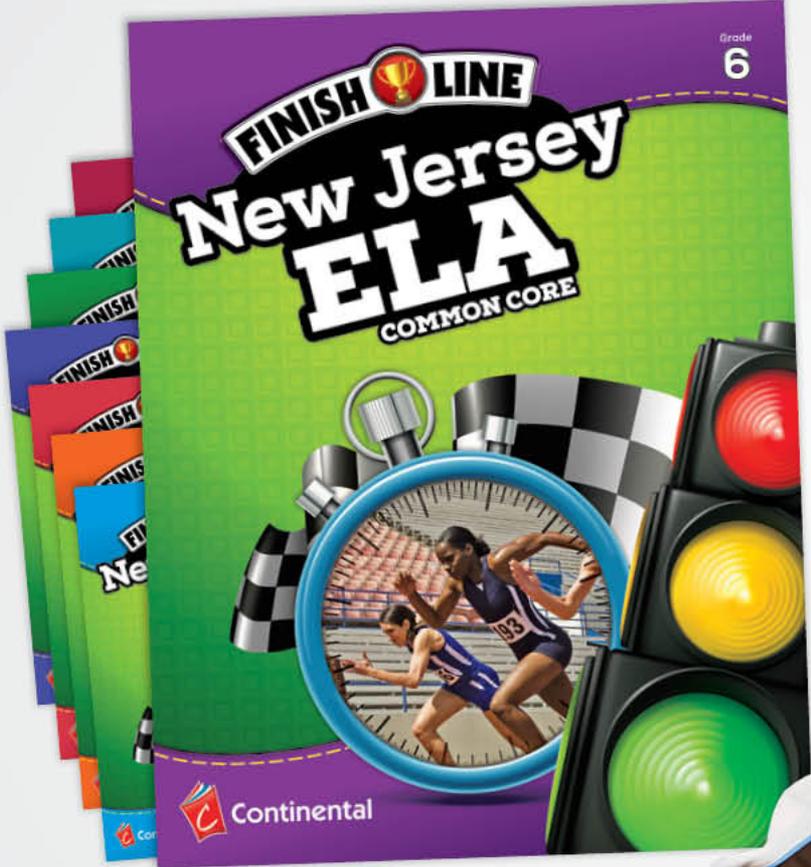


CONTENTS

- Overview 2
- Student Book 4
- Student Answer Booklet 13
- Teacher's Edition 14
- Pricing 15



Grades 1–8



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Finish Line New Jersey ELA, Common Core provides instruction and practice to reinforce your teaching and help students learn the Common Core and New Jersey Learning Standards. Concise, simply-presented lessons keep students focused and on task. Components include student workbooks, student answer booklets, and annotated teacher's editions.

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Grades 1–8

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Units parallel the domains of the Common Core State Standards.

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TABLE OF CONTENTS

About Finish Line New Jersey ELA	5
UNIT 1: Key Ideas and Details in Literary Text	7
LESSON 1 RL.5.1 Supporting Inferences in Literary Text	8
LESSON 2 RL.5.2 Determining the Theme of a Poem	18
LESSON 3 RL.5.2 Determining the Theme of a Story or Play	27
LESSON 4 RL.5.2 Summarizing a Literary Text	36
LESSON 5 RL.5.3 Comparing and Contrasting Characters	45
LESSON 6 RL.5.3 Comparing and Contrasting Settings	56
UNIT 1 REVIEW	65
UNIT 2: Key Ideas and Details in Informational Text	72
LESSON 7 RI.5.1 Supporting Inferences in Informational Text	73
LESSON 8 RI.5.2 Determining Main Ideas and Details	82
LESSON 9 RI.5.2 Summarizing Informational Text	92
LESSON 10 RI.5.3 Explaining Relationships in Text	101
UNIT 2 REVIEW	111
UNIT 3: Craft and Structure in Literary Text	119
LESSON 11 RL.5.4 Word Meaning and Figurative Language	120
LESSON 12 RL.5.5 Understanding Literary Structure	129
LESSON 13 RL.5.6 Understanding Point of View	140
UNIT 3 REVIEW	149
UNIT 4: Craft and Structure in Informational Text	156
LESSON 14 RI.5.4 Understanding Word Meanings	157
LESSON 15 RI.5.5 Comparing Informational Text Structure: Problem and Solution, Chronology	166
LESSON 16 RI.5.5 Comparing Informational Text Structure: Cause and Effect, Comparison	178
LESSON 17 RI.5.6 Analyzing Relationships in Informational Text	192
UNIT 4 REVIEW	203

UNIT 5: Integration of Knowledge and Ideas in Literary Text	209
LESSON 18 RL.5.7 Understanding Visual Elements in Literary Text	210
LESSON 19 RL.5.9 Comparing and Contrasting Stories	219
UNIT 5 REVIEW	233
UNIT 6: Integration of Knowledge and Ideas in Informational Text	238
LESSON 20 RI.5.7 Drawing Information from Multiple Sources	239
LESSON 21 RI.5.8 Identifying Supporting Information	252
LESSON 22 RI.5.9 Integrating Information from Multiple Sources	262
UNIT 6 REVIEW	275
UNIT 7: Writing on Demand	282
LESSON 23 W.5.2, 4-6, 9 The Writing Process	283
LESSON 24 W.5.1, 4-6, 8 Argumentative Writing	293
LESSON 25 W.5.2, 4-6, 8, 9 Informational Writing	296
LESSON 26 W.5.3-6, 9 Narrative Writing	300
LESSON 27 L.5.1-3 Rules of English	303
LESSON 28 L.5.4, 5 Vocabulary	312
UNIT 7 REVIEW	325
Glossary	326

Close Reading of Rigorous Text

As required by the standards, the books ask students to find evidence from the text to support their answers.

2 Focused Instruction Lesson 6

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

A New Home for Gabriella

1 "I'm sorry, Gabby," said Gabriella's dad. "I know you love Austin in Texas, but when my company offered me a better job in Columbus, Ohio, Mom and I knew we had to go. It's going to be better for all of us. We'll have a nicer house, and you and Luis will make new friends." Dad's expression let Gabby know he felt sorry to tell her about moving, but she expected her to act more grown up. Tears wouldn't change anything.

2 The next morning, Gabby walked slowly around her neighborhood. She entered the sunny park and pushed herself gently in a swing for a while, just thinking about everything she was going to have to leave behind. Then, jumping from the swing with a sigh, she wandered toward her school building. She circled around it and peeked in the dark window of what would have been her fifth-grade classroom. Finally, she knocked on Elena's door. They'd been friends since preschool. How could she leave Elena behind? "I'll text you every day," she promised Elena as she left an hour later. "I've got to go home and finish packing." The friends hugged one last time.

Think About It

How is one setting similar to or different from another? The setting is the times and places in which the story takes place.

Underline clues about where the characters are and what time they are there.

What places does Gabby visit in the story so far? _____

In what ways are the park and the school different? _____

The author doesn't say it is summertime. How can you figure out if it is? _____

3 Guided Practice Lesson 6

Read the passage. Then answer the questions.

Black Beauty

by Anna Sewall



1 The first place that I can well remember was a place with a pond of clear water in it. Over the hedge on one side looked into a plowed field, and on the other we looked at our master's house, which stood by the roadside. I was young; I lived upon my mother's milk, as I could not get any other. I ran by her side, and at night I lay down with her. When it was hot we used to stand by the pond in the trees, and when it was cold we had a warm shed in the meadow.

2 There were six young colts in the meadow with me. They were older than I was. I used to run with them, and we were very good colts, but they were cart-horses. They were very good colts, but they were cart-horses. They were very good colts, but they were cart-horses. They were very good colts, but they were cart-horses.

3 One day, when there was a good deal of work to be done, my master called me to him, and then he spoke to me. He was very good to me, and he was very good to me. He was very good to me, and he was very good to me. He was very good to me, and he was very good to me.

4 I have never forgotten my mother's advice. I have never forgotten my mother's advice. I have never forgotten my mother's advice. I have never forgotten my mother's advice.

3 Guided Practice Lesson 6

5 Our master was a good, kind man. He gave us good food, good lodging, and kind words; he spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. When she saw him at the gate she would neigh with joy, and trot up to him. He would pat and stroke her and say, "Well, old Pet, and how is your little [colt]?" Then he would give me a piece of bread, which was very good, and sometimes he brought me a carrot for my mother. All the horses would come to him, but I think we were his favorites. My mother always took him to town on a market-day in a light gig.

1 The story tells that Black Beauty lived on his mother's milk when he was young because he could not eat grass. This means that the horses _____

A lived in a field of grass.
B ate food inside the house.
C ate carrots for shade. The shed is warm.
D played in the meadow.

2 The pond is near the grove. The shed is near the _____.

3 The paragraph describing how the setting of the field and the activities while the setting at the gate is right for the horses. Use details from the story in your description.

A CLOSER LOOK

Black Beauty remembers the place where he grew up. Underline details that describe this setting.

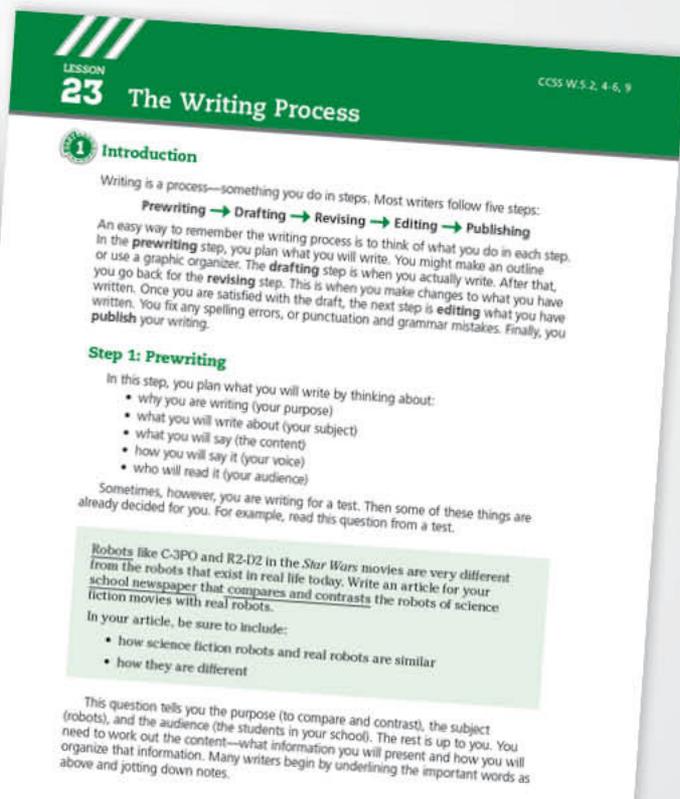
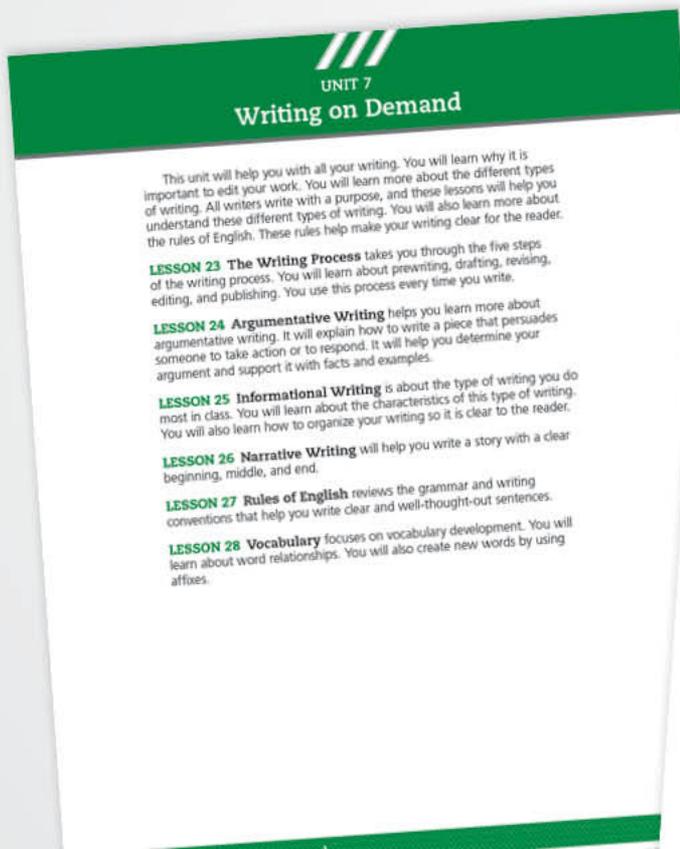
Where did the young colts gallop?

Why do the horses move from one place to another when the temperature changes?

Look for words that describe Black Beauty's home and the gate.

Language Arts

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, 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.

CCSS RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LESSON
8 Determining Main Ideas and Details

THEME: »» The Power of Nature

1 Introduction

In writing an informational text, an author first develops a **topic**. A topic is simply what the article is about. To support this topic, the author develops several important points, or **main ideas**. The main idea of a paragraph is the most important thought in the paragraph. The main idea or ideas of an article are the most important thoughts of the article.

Sometimes, an author states the main idea of a paragraph directly, often in the first or last sentence. This is called a **topic sentence**. Other times, readers have to infer a main idea based on **key details** and **examples**, or bits of information about the main idea. Readers can sometimes get clues to the main ideas of an article by reading the title of the article. The title often tells the topic and sometimes provides one of the author's main ideas.

Read the poster below.

MISSING



Black and orange tabby named Pumpkin
From the W. 122nd block
Pumpkin is timid around strangers.
Please do not approach her
but call this number instead:
555-1212.

Lesson 8

1 Introduction

Fill in the second main idea and its key details.

Main Idea

cat is lost

Key Details

- title of poster is "MISSING"
- cat is described as orange and black; name is Pumpkin

Main Idea

Key Details

-
-

Determining main ideas is an important skill that helps you understand what you are reading, whether it is a school textbook, an online article, or an article from a magazine.

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.

2 Focused Instruction

Lesson 8

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

Helping Victims of Natural Disasters

1 When waters rose in New Orleans after Hurricane Katrina struck and a killer tornado tore through Moore, Oklahoma, many people were killed, and thousands were left homeless. When Hurricane Sandy stormed up the East Coast in 2012, 776,000 people had to leave their homes. Natural disasters are a fact of life. In the United States, most government and private organizations are prepared for such disasters. They provide temporary shelters, food, and clothing to the victims. But the story is different in other parts of the world.

2 In 2012, more than 30 million people around the world were forced out of their homes by natural disasters. There, government response is often slow. The resources to help people in need are not always available right away. As a result, many people will be left homeless for years. For example, in Haiti, where a devastating earthquake destroyed homes and communities in 2010, hundreds of thousands of people were still living in tents as of 2013. Haiti is a very poor country. It has not been able to address the needs of the earthquake victims. In fact, even international help has lagged in relieving the suffering of Haitians.



2 Focused Instruction

Lesson 8

Think About It

What are the most important points the author wants you to understand in these two paragraphs? Look for details in each paragraph that tell you the most important idea the author wants you to know.

What is the topic of the passage? _____

Underline details in each paragraph that relate to the topic.

How is the topic in the second paragraph slightly different than the topic in the first paragraph? _____

Now describe the main ideas in the first two paragraphs using details from the text as evidence.

The main idea of the first paragraph is _____

Some details that support the main idea include _____

The main idea of the second paragraph is _____

Some details that support the main idea include _____

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.

2 Focused Instruction Lesson 8

Continue reading the passage. Then answer the question.

A CLOSER LOOK
Underline two ways you can help people in need.

3 What can we do to help address all this need? One of the best actions is to donate to a charity that aids people in disaster situations. Look for reliable charities as well as charities that help people around the world. When you make a donation to a helpful organization, you can feel sure that your dollars are going to help those in need. You also know that you are doing what you can to help those in faraway places where the need is often great.

4 But what about helping people closer to home who are affected by natural disasters? Donating money is not the only way to help. Many relief organizations depend on volunteers when disaster hits. Volunteers respond to almost 70,000 disasters a year in their local communities. Volunteers are able to experience the satisfaction of helping their neighbors.

How are the main ideas of the third and fourth paragraphs different?

A The third paragraph is about how to contribute money. The fourth paragraph is about how to sign up with a relief organization.

B The third paragraph is about finding charities in faraway places. The fourth paragraph is about finding charities close to home.

C The third paragraph is about helping by donating to charities. The fourth paragraph is about helping by volunteering.

D The third paragraph is about how to find charities. The fourth paragraph is about 70,000 disasters close to home.

DISCUSS IT
Think about the points the author makes about helping victims of natural disasters. What other ways are there to help? Turn and talk with a classmate about other ways that people can help disaster victims, both in the United States and around the world.

86 UNIT 2 Key Ideas and Details in Informational Text

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Gradual Release Model

Part #3: Guided Practice

It's time to apply the strategies learned in part #2. In the Guided Practice section, students can work independently or collaboratively to answer multiple-choice and short-answer questions. They will also see hints and reminders, and *A Closer Look* activities.

Lesson 8

3 Guided Practice

Read the passage. Then answer the questions.

A Wall of Water

1 A tsunami is one of the most destructive natural forces, unleashing a wall of water on coastal areas. It all begins with an earthquake, volcanic eruption, or landslide. Any of these events could cause a displacement of ocean water. The result is a series of waves that move through the deeper parts of the ocean quickly, as fast as a jet plane flies. At this point, the waves are merely a ripple, but the energy of the waves extends deep into the water. As the waves approach shore, they slow down, and the water behind them builds up. This is what produces that wall of water. The tsunami can be several feet high, so that when it hits land it destroys sea walls, homes, and even entire towns.

2 *Tsunami* is a Japanese word that means "harbor wave." That the Japanese coined the term is not surprising—some of the worst tsunamis have hit Japan. In March 2011, one particularly destructive tsunami hit the northeastern part of Japan. Villages were destroyed, and many people were killed. In a number of places, the water surged over 14-foot-high sea walls, leveling everything in its path. But Japan isn't the only country to suffer the effects of powerful tsunamis. Indonesia suffered a devastating tsunami in December 2004 when an earthquake struck off the coast. The resulting tsunami generated 50-foot-high waves that killed thousands of people and swept away homes and entire towns.

3 Many countries and regions of the world where tsunamis frequently hit are equipped with warning systems to alert people to the danger. The warning systems use equipment that monitors earthquake and volcanic activity. If an earthquake or volcano occurs in the area, a computer model calculates whether or not a tsunami could occur. Then officials have just a short time to warn people by sending out alerts over radio, television, and the Internet. People in affected areas are told to move to higher ground, and are usually given an evacuation route to follow. Safe areas are set up so that people have a place to gather. Sometimes, though, the warnings are not heeded or do not come quickly enough. In those instances, the loss of life and property can be devastating.

A CLOSER LOOK

What is the main idea in paragraph 3? Circle a sentence that tells what the paragraph is mostly about. What details help support the main ideas? Underline words and phrases that help explain the

Lesson 8

3 Guided Practice

Picture a wall of water. Which answer choice could account for this description?

- Which statement *best* explains why a tsunami is sometimes referred to as a "wall of water"?
 - A tsunami can be very destructive.
 - A tsunami is actually a series of waves.
 - A tsunami can travel as fast as a jet plane.
 - A tsunami can be several feet high.

2 Part A

What is the most important point the author makes in the second paragraph?

- Both Japan and Indonesia have suffered recent devastating tsunamis.
- The term *tsunami* is actually a Japanese word.
- A tsunami is one of the most damaging forces of nature.
- Building sea walls does not always protect an area from a tsunami.

Part B

Write two sentences that *best* support the answer to Part A.

- Use at least three details to support the main idea that tsunami warning systems can save lives.

What idea do most of the examples and details in the paragraph support?

What do tsunami warning systems do, and what happens when they are not heeded?

Gradual Release Model

Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints. They will encounter traditional item types, as well as:

- one- and two-part multiple choice
- short response
- extended response or essay

4 Independent Practice Lesson 8

Read the passage. Then answer the questions.

Tornado!
by Einar F. Klarst

1 It's a hot, humid afternoon on the Great Plains. Thunderstorms are forecast. The gray sky turns a darker, almost greenish shade. The mass of clouds looks like a wall. Large hail begins to fall. Residents of the region know that sky well. It's time to take shelter. It's tornado weather.

2 A tornado is a violently rotating column of air in contact with the earth. Tornadoes occur in many parts of the world but most frequently in the central United States in spring and summer. A tornado forms when a layer of warm, moist air is trapped under a layer of cold, dry air. In the early spring, cold air rushing in from the Rocky Mountains causes the warm air layer to be pushed up. As it meets the cold air above it, clouds form and thunderstorms develop. Water vapor in the rapidly rising air condenses in the colder air. Under the right (or wrong) conditions, it begins to rotate around the low-pressure center. The rising air within the storm tilts the rotating air from horizontal to vertical, forming the well-known funnel-shaped cloud. If it touches the ground—tornado!

In late spring and summer, tornadoes can start in a different way, along what meteorologists call a "dryline." This is an invisible line with warm, moist air to the east and hot, dry air to the west. During the afternoon, the hot air moves in and pushes the warm, moist air upward. Something similar happens when the moving hot air flows "uphill," toward higher ground. If the rising moist air meets the cold air above it, thunderstorms develop, and under the right conditions, a tornado.



3 Part A
What details support the main idea that two different sets of conditions can produce tornadoes?

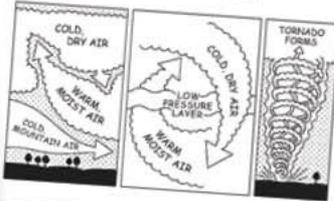
A Some tornadoes are transparent and can pick up debris that makes them visible.

B Tornadoes can occur both in the spring and in the summer.

C Tornadoes form when cold air rushes in from the Rocky Mountains and when a dryline forms.

D Some tornadoes are dangerous, but many are not.

Part B
What two details support your answer to Part A?



4 Explain the most important idea in the fourth paragraph and provide two details to support your answer.

4 Independent Practice Lesson 8

UNIT 2 Key Ideas and Details in Informational Text **89**

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Reviews

Each unit concludes with a review to test all skills covered in the unit.

CCSS RL.5.7.9

UNIT 5 REVIEW
Integration of Knowledge and Ideas in Literary Text

Read the poem. Then answer the questions.

The Satyrs and the Moon

by Herbert S. Gorman

Within the wood behind the hill
The moon got tangled in the trees.
Her splendor made the branches thrill
And thrilled the breeze.

5 The satyrs in the grotto bent
Their heads to see the wondrous sight.
"It is a god in banishment
That stirs the night."

The little satyr looked and guessed:
10 "It is an apple that one sees,
Brought from that garden of the West—
Hesperides?"

"It is a cyclops' glaring eye."
"A temple dome from Babylon."
15 "A Titan's cup of ivory."
"A little sun."

The tiny satyr jumped for joy,
And kicked hooft in utmost glee.
"It is a wondrous silver toy—
20 Bring it to me!"

A great wind whistled through the blue
And caught the moon and tossed it high;
A bubble of pale fire it flew
Across the sky.

25 The satyrs gasped and looked and smiled,
And wagged their heads from side to side,
Except their shaggy little child,
Who cried and cried.



Hesperides: a garden in Greek mythology

233

- What is the *best* reason for including the illustration with this poem?
 - It helps the reader read the poem.
 - It helps the reader understand the poem.
 - It makes the poem fun to read.
 - It adds something funny to the poem.
- The illustration helps the reader understand that the tone of the poem is _____.
 - sad and depressing
 - calm and peaceful
 - magical and enchanting
 - evil and scary
- What did you learn about satyrs from the illustration that you do not learn from the text?

Read the story. Then answer the questions.

The Snake

a tale from West Africa

- One cold winter day, a woman was walking home along a lonely country road. Suddenly, she heard a soft hissing sound. She looked and saw a cobra trapped between two rocks.
- "Lady, please help me," the snake hissed. "I'm cold, I'm hungry, and I'm trapped here. If you don't help me, I'll die."
- The woman felt sorry for the poor serpent. She carefully moved the rocks and freed it.

7 Part A

Both the "The Snake" folktale and "The Reptile Education Center" story teach a lesson about ____.

- picking up snakes
- feeding snakes
- trusting animals
- judging animals

Part B

What evidence from both stories *best* supports your answer to Part A?

- 8 Explain the lesson the author teaches in "The Snake" folktale.

- 9 What lesson does the author teach in "The Reptile Education Center" realistic fiction story?

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
Anecdotes: personal stories
Antonyms: words with an opposite meaning
Autobiography: a biography written by the subject
- B** **Biography:** a story that tells about a person's life
- C** **Cast:** the characters in a play
Cause: the reason something happens or what made it happen
Characters: who a story is about
Chronological order: the order in which things happen
Comparison: how two things, actions, or ideas are alike
Conclusions: details figured out by putting together information from a story
Conflict: a problem or struggle in a story
Connotation: a suggested idea or feeling toward a word
Contrast: how two things, actions, or ideas are different
Convince: to make someone feel sure
- D** **Definition:** words that tell what another word means
Dialogue: the words characters speak in a play
- E** **Effect:** the result or thing that happens
Evidence: proof
Example: word description that helps show what a word means
- F** **Fable:** a story, usually involving animals, that teaches a lesson
Fact: a statement or information that can be proven true or false
Fairy tale: a story with imaginary qualities and qualities of magic
Fantasy: a story in an unreal setting with talking animals and unreal creatures

- Fiction:** a made-up story
Figurative Language: language that is not meant literally
Folk tale: a story that teaches a lesson or explains how something came about
- G** **Genre:** the type of literature
- H** **Historical fiction:** realistic fiction that takes place in a past time period
Hyperbole: an exaggeration
- I** **Imagery:** visually descriptive language
Inferences: information figured out with details from the story and what you know
- J** **Judgments:** personal opinions
- L** **Legend:** a story from the past about people, places, and events
- M** **Main idea:** the most important idea of a paragraph or story
Metaphor: the comparison of two like things without using the words *like* or *as*
Moral: concerned with principles of right and wrong
Myth: a story that explains something about nature or a people's customs or beliefs
- N** **Narrator:** the person who tells the story or describes the events to the audience in a play
Nonfiction: a true story with facts
- O** **Opinion:** something that someone believes or thinks
- P** **Personification:** giving human characteristics to a concept or object
Play: a story performed by actors on a stage

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Unit 1: Key Ideas and Details in Literary Text
PAGES 8–16 Lesson 1: Supporting Literary Analysis

Introduction

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

Focused Instruction, Think About It

- _____
- _____
- _____

Focused Instruction

A B C D

Guided Practice

1 A B C D

2 A B C D

3 _____

Independent Practice

1 _____

2 A B C D

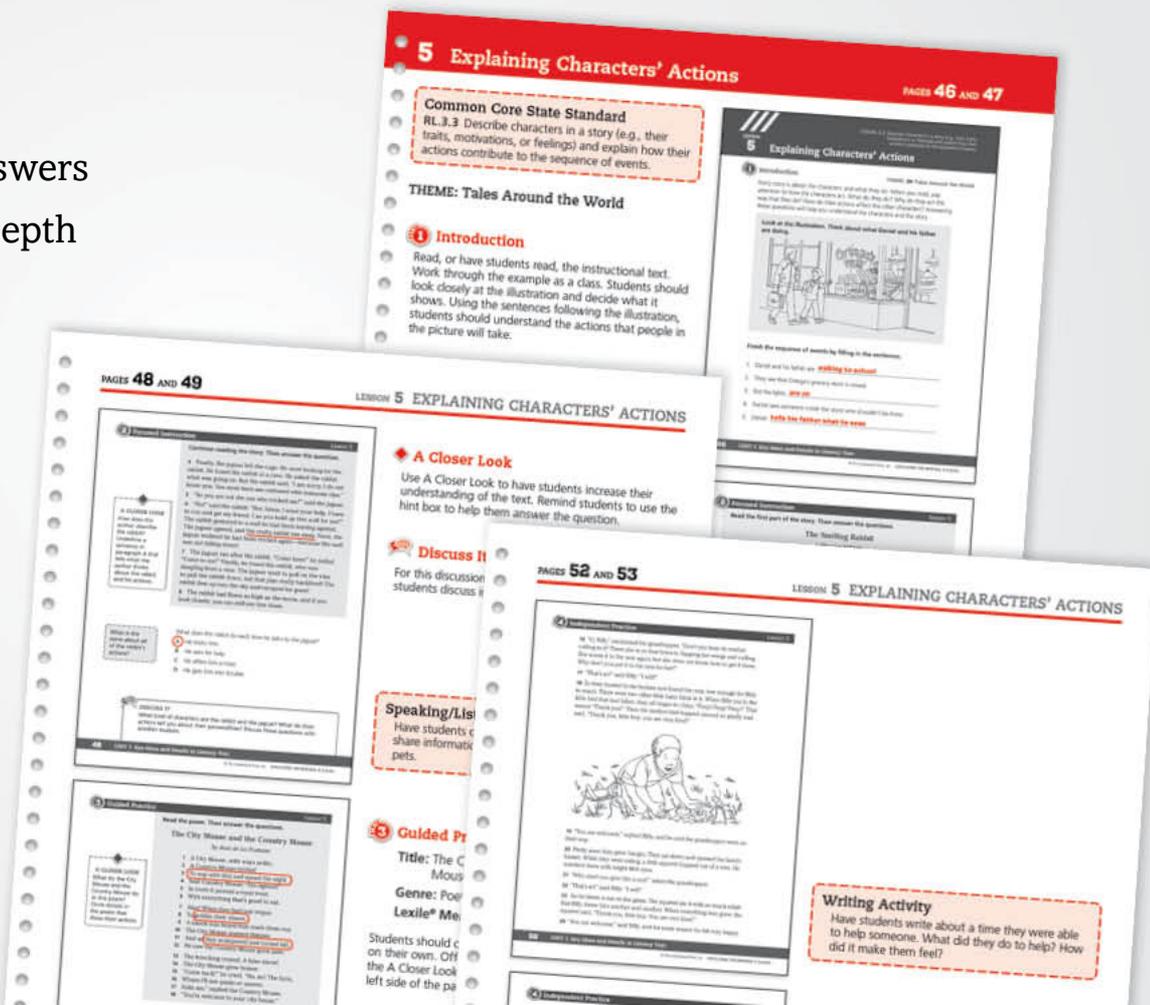
3 A B C D

4 A B C D

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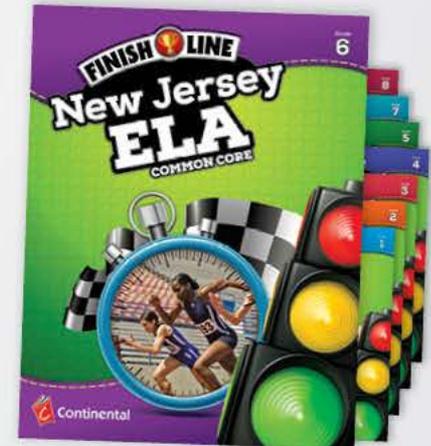
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