

Finish Line English Language Arts Assessment Interactive eBooks

Grades 3-8



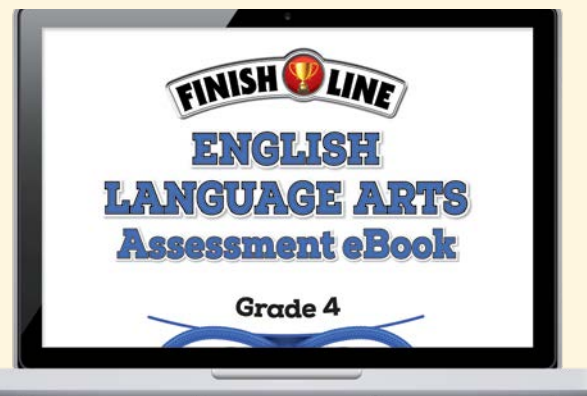
Continental
inspire every learner

About the eBooks

Finish Line English Language Arts Assessment eBooks are diagnostic tests that measure student understanding of the Common Core and college-and-career readiness standards and help you identify—quickly and easily—which skills to target for instruction. Use with *Finish Line, Third Edition* workbooks for a complete program of instruction and assessment.

Easy to Use

- Two ready-to-go tests per grade
- No teacher training needed
- Stop and continue at any time
- Single sign-on and rostering available
- Straightforward practice
- Instant scoring for selected-response items



Grades 3–8

About the eBooks (cont.)

Administer Any Time

Two parallel tests per grade measure student performance and progress any time, such as:

- Beginning of the school year
- Mid-year check
- Leading up to your state assessment

Just-Right Skills Coverage

With 60 questions per test and multiple questions for each skill, you'll get a clear look at student understanding, standard by standard.



Text Types


To align with standardized reading assessments, the informational and literary texts in the eBooks represent the genres of nonfiction/functional documents, fiction, and poetry/drama.

Read the passage. Then answer the questions.

Charles L. Dodgson lived in England during the 1800s. He was a math teacher, but he is best known for the nonsense stories and poems he wrote for the children of his friends. He published them under the pen name Lewis Carroll, and the most famous is the book *Alice's Adventures in Wonderland*. In this part of the adventure, Alice has rescued a baby from a cruel duchess, only to find that it has turned into a pig.

Alice's Adventures in Wonderland

by Lewis Carroll



1 So she set the little creature down, and felt quite relieved to see it trot away quietly into the wood. "If it had grown up," she said to herself, "it would have made a dreadfully ugly child; but it makes rather a handsome pig. I think." And she began thinking over other children she knew, who might do very well as pigs, and was just saying to herself, "if only one knew the right way to change them—" when she was a little startled by seeing the Cheshire Cat sitting on the bough of a tree only a few yards off.

2 The Cat only grinned when it saw Alice. It looked good-natured, she thought; still it had very long claws and a great many teeth, so she felt that it ought to be treated with respect.

3 "Cheshire Puss," she began, rather timidly, as she did not at all know whether it would like the name; however, it only grinned a little wider. "Come, it's pleased so far," thought Alice, and she went on. "Would you tell me, please, which way I ought to go from here?"

4 "That depends a good deal on where you want to get to," said the Cat.

5 "I don't much care where—" said Alice.

6 "Then it doesn't much matter which way you go," said the Cat.

8 "Oh, you're sure to do that," said the Cat, "if you only walk long enough."

9 Alice felt that this could not be denied, so she tried another question. "What sort of people live about here?"

10 "In *that* direction," the Cat said, waving its white paw round, "lives a Hatter; and in *that* direction," waving the other paw, "lives a March Hare. Visit either you like; they're both mad."

11 "But I don't want to go among mad people," Alice remarked.

12 "Oh, you can't help that," said the Cat. "We're all mad here. I'm mad. You're mad."

13 "How do you know that I'm mad?" said Alice.

14 "You must be," said the Cat, "or you wouldn't have come here."

15 Alice didn't think that proved it at all; however, she went on, "And how do you know that you're mad?"

16 "To begin with," said the Cat, "a dog's not mad. You grant that?"

17 "I suppose so," said Alice.

18 "Well, then," the Cat went on, "you see a dog growls when it's angry and wags its tail when it's pleased. Now I growl when I'm pleased, and wag my tail when I'm angry. Therefore I'm mad."

19 "I call it purring, not growling," said Alice.

20 "Call it what you like," said the Cat. "Do you play croquet with the Queen today?"

21 "I should like it very much," said Alice, "but I haven't been invited yet."

22 "You'll see me there," said the Cat, and vanished.

43 Which of these statements *best* tells what happens in this part of the story?

A Alice saves a pig.

B Alice has a confusing conversation with the Cheshire Cat.

C Alice wants to know why the Cat thinks she is mad.

Question Types

- Selected response (auto-scored)
 - Single choice answer
 - Multiple choice answer
 - Drop down
 - Ordering

Grade 4, Form A

1

Which expression from *Alice's Adventures in Wonderland* does the illustration and text help you understand?

late for an important date

Cheshire cat grin

down the rabbit hole

mad as a hatter

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44 Which expression from *Alice's Adventures in Wonderland* does the illustration and text help you understand?

A late for an important date

B Cheshire cat grin

C down the rabbit hole

D mad as a hatter

45 How are the Cheshire Cat's and Alice's viewpoints different?

A Alice thinks she is mad. The Cheshire Cat does not think she is mad.

B Alice thinks it matters which path she takes. The Cheshire Cat does not think it matters because she doesn't know where she wants to go.

C Alice thinks she will play croquet with the Queen. The Cheshire Cat does not think this will happen.

D Alice thinks she will see the Cheshire Cat later that day. The Cheshire Cat does not think they will meet later.

46 Which of these *best* describes Alice's response to her conversation with the Cheshire Cat?

A She is angry.

B She is timid.

C She is puzzled.

D She is sad.

Display a menu

Question Types (cont.)

- Short response

Grade 4, Form A

1

Compare the illustration with the details in the story. List at least three details in the story that are confirmed by the illustration. Then describe how the illustration helps you understand the story.

Paragraph

ADD FILE

SAVE SUBMIT

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47 Compare the illustration with the details in the story. List at least three details in the story that are confirmed by the illustration. Then describe how the illustration helps you understand the story.

48 What is the purpose of the introductory paragraph?

49 How can Alice tell when the Cheshire Cat is pleased?

- A The Cheshire Cat's tail moves.
- B The Cheshire Cat tells her.
- C The Cheshire Cat's grin gets wider.
- D The Cheshire Cat purrs.

Display a menu

Teacher Resources

You can create your own tests with optional hints, assign and grade homework, and connect with students through a classroom blog.

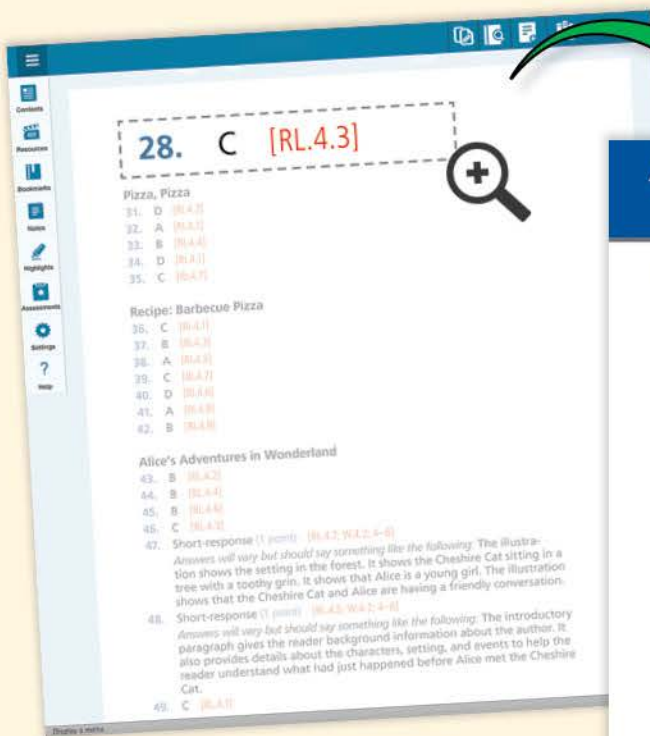
The screenshot shows a web browser window at www.continentalebooks.com. The page is titled "New Question" and is part of a "Questions" section. A left-hand navigation menu is visible, with "Assessment" highlighted in red. The main content area displays "Choose a Question Type" with several options:

- Single Choice
- Multiple Choice
- Ordering
- Association
- Match the Following
- Fill in the Blanks
- Fill in the Blanks with Dropdown
- Fill in the Blanks with Drag and Drop
- Descriptive
- Comprehension
- Audio Recording

The interface includes a breadcrumb trail "Dashboard > Questions > New Question" and a "Welcome" message in the top right corner.

Connecting Assessment to Instruction

After students complete a test, the selected-response questions are automatically scored and remaining items are ready for you to grade using the answer key eBook. All scores are combined to give an overall score for the test. For the standards that are trouble areas, turn to the corresponding standards lessons in *Finish Line, Third Edition* for instruction.



CCSS RL.4.3

LESSON 4 Describing Settings and Events in a Story

CCSS RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

1 Introduction THEME: » The Story Inside

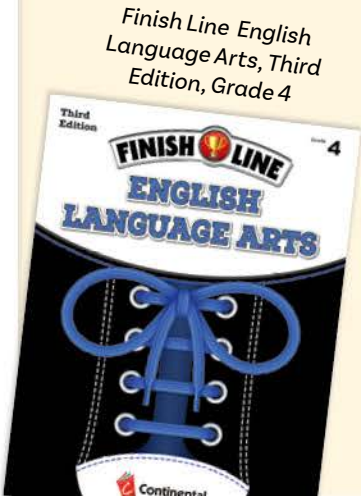
A story is made up of a sequence of **events**, called a **plot**. The plot is often about a conflict. The conflict may be between two characters. Or, it may be a struggle that one character has. A story's **setting** is also important. The setting is when the story takes place. It might be in a particular season or time period. The setting also tells where the story takes place. It may be on an island, another planet, or at school. The setting sets the **mood**, or feeling of a story. The setting provides a valuable background and is often an important part of the plot.

Look at the illustration. Then complete the chart with details about the setting and events.



Pay attention to details in the story and this will help you understand the setting and events of a story. Authors often appeal to the reader's senses in order to make the setting feel as real as possible. Details about where and when the events take place can give clues about what is happening in the story.

What event is happening?	
Where does the event take place?	
When does the event take place?	
What details help you know the setting and event?	



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