

Grades 3–8



**Continental**  
Inspire every learner

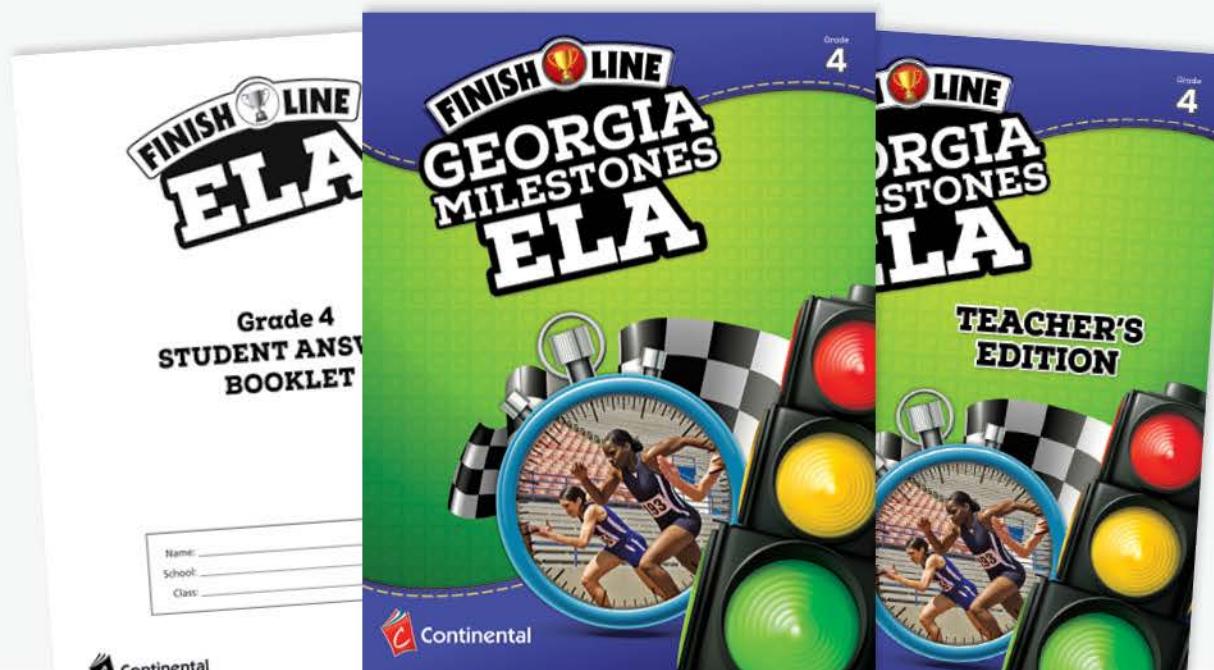
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# What does this series do?

*Finish Line Georgia Milestones ELA* provides instruction and practice to help students learn Georgia's Standards of Excellence (GSEs) and prepare for the Milestones exams. Concise, simply-presented lessons keep students focused and on task. Components include student workbooks, student answer booklets, and annotated teacher's editions.



Grades 3–8

# Standards Connection

Units parallel Georgia's Standards of Excellence (GSEs).

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300–350 pages of instruction and practice

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# Close Reading of Rigorous Text

As required by the GA Standards and Milestones exams, the books ask students to find evidence from the text to support their answers.

**2 Focused Instruction**  
Read the first part of the passage. Then answer the questions.

**Domestic Robots: Help You Do Your Chores**

- Stop and think about what life would be like if you had a robot help do your chores. You would never have to make your bed, clean your room. You would have a robot to help you do all your chores. Would you like that? Many people are already using robots to help them do their work.
- Roomba is a vacuum cleaner robot. In 2006, over two million Roombas were sold. You can run it when you are at home or when you are gone. It makes vacuuming a snap because it does the work so you do not have to! Can you imagine never having to vacuum again?

**Think About It**

What is the main idea in each paragraph? The sentence that tells the main idea is called the **topic sentence**. The details in the paragraph tell about this main idea.

The main idea of the first paragraph is that \_\_\_\_\_

A detail that supports the main idea is that \_\_\_\_\_

The main idea of the second paragraph is that \_\_\_\_\_

A detail that supports the main idea is that \_\_\_\_\_

**3 Guided Practice**  
Read the passage. Then answer the questions.

**The First Steamboat**  
by Edgar Eggleston

1 The first good steamboat was built in New York. She was built by Robert Fulton. His name was "Clermont." When the people saw her, they laughed. They said that such a boat would never go. For thousands of years boat-men had made their boats go by using sails and oars. People had never seen any such boat as this. It was foolish to believe that a boat could be pushed along.

2 The time came for Fulton to start his boat. A few people were standing on the shore. The black smoke was coming out of the smokestack. The people were afraid of the boat. They were sure that it would not go.

3 At last, the boat's wheels began to turn round. The boat began to move. There were no oars. There were no sails. But still the boat kept moving. Faster and faster it went. All the people now saw that she could go. They did not laugh anymore. They began to cheer.

4 The little steamboat ran up to Albany. The people who lived on the river did not know what to make of it. They had never heard of a steamboat. They could not understand how it worked.

5 There were many sailing vessels on the river. Some of these passed some of these in the night. The sailors were scared when they saw the fire and smoke. The sour smell seemed dreadful to them. Some of them wanted to sink their ships for fear. Some of them went ashore and thought it was a living animal that would eat them.

6 But soon there were steamboats on all the rivers.

**A CLOSER LOOK**

How is the steamboat different from other boats? Underline words and sentences that tell about the steamboat compared to other boats.

**3 Guided Practice**  
Lesson 7

1 Some of the sailors went downstairs on their sailboats because \_\_\_\_\_

- A there were many sailing vessels on the river
- B they only used sails and oars to make their boats go
- C they were afraid of the fire, smoke, and sounds that came from the steamboat
- D they thought that the steamboat would never go

2 The people by the river did not think the steamboat would move. Which detail from the passage does not support this idea?

- A "When the people saw her, they laughed."
- B "It sent up steam."
- C "She was built by Robert Fulton."
- D "They were sure that it would not go."

What did Fulton's steamboat succeed in doing?

Find this main idea of the passage.  
"Clermont," the first steamboat, was a success.

Write three details from the passage that support this main idea.

**Schools love close reading practice and strategy building!**

# 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.

**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 differences. You will also learn more about the rules of English. These rules help make your writing clear for the reader.

**LESSON 23** **The Writing Process** takes you through the five steps of the writing process. You will learn about prewriting, drafting, revising, editing, and publishing. You use this process every time you write.

**LESSON 24** **Argumentative Writing** helps you learn more about argumentative writing. It will explain how to write a piece that persuades someone to take action or to respond. It will help you determine your argument and support it with facts and examples.

**LESSON 25** **Informational Writing** is about informational writing. This is the type of writing you do most in class. You will learn about the characteristics of this type of writing. You will also learn how to organize your writing so it is clear to the reader.

**LESSON 26** **Narrative Writing** helps you focus on making a story come alive. You will practice writing a story with a clear beginning, middle, and end.

**LESSON 27** **Rules of English** reviews the grammar and writing conventions that help you write clear sentences.

**LESSON 28** **Vocabulary** focuses on vocabulary development. You will learn about specific word relationships, including synonyms, antonyms, and words with multiple meanings. You will also create new words by adding prefixes and suffixes to root words.

**LESSON  
25** **Informational Writing**

**1** **Introduction**

When you write a report, you are doing **Informational writing**. This type of writing tells the facts. You use this kind of writing to answer a question on a test. You also use it to write a report. This is the writing you do most often in class.

Informational writing needs to be well organized. There are many ways you can organize it. One way is to use cause and effect. Or, you can use main idea and detail. Another way is to use sequence. Step-by-step directions are organized in order, or sequence. The steps must be in the right order or the directions won't work.

**2** **Guided Practice**

Read the question. Then answer the questions.

Write a paragraph for your classmates explaining how to plant a windowsill garden. Use chronological order to explain the steps you would take.

## 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  
**5**

ELA.GE3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**1** **Introduction**

THEME: >>> Tales Around the World

Every story is about the characters and what they do. When you read, pay attention to how the characters act. What do they do? Why do they act the way that they do? How do their actions affect the other characters? Answering these questions will help you understand the characters and the story.

Look at the illustration. Think about what Daniel and his father are doing.



Ortega's  
GROCERY  
STORE  
Closed

Finish the sequence of events by filling in the sentences.

1. Daniel and his father are \_\_\_\_\_.
2. They see that Ortega's grocery store is closed.
3. But the lights \_\_\_\_\_.
4. Daniel sees someone inside the store who shouldn't be there.
5. Daniel \_\_\_\_\_.

## 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**

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

Lesson 5

**The Smiling Rabbit**  
*a Mexican folktale*

1 There once lived a very poor old woman and a very poor old man. These two did not have much, but they did have a jaguar and a rabbit. One day they grew very, very hungry. They decided they were going to have to make rabbit stew, because they did not have anything else. Well, the rabbit was not about to be made into stew! So he called the jaguar over. The jaguar came over smiling, and said, "You are going to be stew, rabbit!"

2 "No," said the rabbit, "they are boiling water to make hot chocolate! Yum! If you rest quietly in my cage, you might get some chocolate. But if I stay in here, I will get the chocolate!"

3 The jaguar could not stand it, so he opened the rabbit's cage and let himself inside. The rabbit stepped out. "I will go get the owners," the rabbit said. The jaguar waited patiently, but the rabbit did not come back.

**Think About It**

What actions does the rabbit take in the story? Look for details that tell what the rabbit says and does.

First, the rabbit calls \_\_\_\_\_

Then he tells the jaguar their owners are making \_\_\_\_\_

Next, the rabbit \_\_\_\_\_

He tells the jaguar he will get the owners but \_\_\_\_\_

The actions the rabbit takes show that he is \_\_\_\_\_

## 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.

Schools love active participation in building close reading strategies!

Schools love chunked passages that make reading more manageable!

2 Focused Instruction

Lesson 5

Continue reading the story. Then answer the question.

4 Finally, the jaguar left the cage. He went looking for the rabbit. He found the rabbit in a cave. He asked the rabbit what was going on. But the rabbit said, "I am sorry, I do not know you. You must have me confused with someone else."

5 "So you are not the one who tricked me?" said the jaguar.

6 "No!" said the rabbit. "But, listen, I need your help. I have to run and get my friend. Can you hold up this wall for me?" The rabbit gestured to a wall he had been leaning against. The jaguar agreed, and the crafty rabbit ran away. Soon, the jaguar realized he had been tricked again—because the wall was not falling down!

7 The jaguar ran after the rabbit. "Come here!" he yelled. "Come to me!" Finally, he found the rabbit, who was dangling from a vine. The jaguar went to pull on the vine to pull the rabbit down, but that plan really backfired! The rabbit flew up into the sky and escaped for good!

8 The rabbit had flown as high as the moon, and if you look closely, you can still see him there.

**A CLOSER LOOK**  
How does the author describe the rabbit? Underline a sentence in paragraph 6 that tells what the author thinks about the rabbit and his actions.

What is the same about all of the rabbit's actions?

What does the rabbit do each time he talks to the jaguar?

A He tricks him.  
B He asks for help.  
C He offers him a treat.  
D He gets him into trouble.

**DISCUSS IT**  
What kind of characters are the rabbit and the jaguar? What do their actions tell you about their personalities? Discuss these questions with another student.

## 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 constructed response questions. They will also see hints and reminders, and *A Closer Look* activities.

Schools love even more opportunities to interact with the text!

**Guided Practice**

Lesson 5

Read the poem. Then answer the questions.

**The City Mouse and the Country Mouse**  
by Jean de La Fontaine

1 A City Mouse, with ways polite,  
2 A Country Mouse invited  
3 To sup with him and spend the night.  
4 Said Country Mouse: "De-lighted!"  
5 In truth it proved a royal treat,  
6 With everything that's good to eat.  
7 Alas! When they had just begun  
8 To gobble their dinner,  
9 A knock was heard that made them run.  
10 The City Mouse seemed thinner.  
11 And as they scampered and turned tail,  
12 He saw the Country Mouse grow pale.  
13 The knocking ceased. A false alarm!  
14 The City Mouse grew brawnier.  
15 "Come back!" he cried. "No, no! The farm,  
16 Where I'll not quake or quaver,  
17 Suits me," replied the Country Mouse.  
18 "You're welcome to your city house."

**A CLOSER LOOK**  
What do the City Mouse and the Country Mouse do in this poem? Circle details in the poem that show their actions.

Where are Country Mouse and City Mouse meeting dinner?

1 What does City Mouse do at the beginning of the poem?  
A He visits the Country Mouse in the country.  
B He invites the Country Mouse to his city house.  
C He goes outside with the Country Mouse.

**3 Guided Practice**

Lesson 5

What does the poet say about the dinner?

2 Why is the Country Mouse delighted to visit the City Mouse?  
\_\_\_\_\_  
\_\_\_\_\_

3 Part A  
How do the Country Mouse and City Mouse feel when they hear a knock?  
A They are afraid.  
B They are hungry.  
C They are curious.  
D They are delighted.

**Part B**  
What line from the poem best supports the answer to Part A?  
A "Said Country Mouse: 'De-lighted!'"  
B "A knock was heard that made them run."  
C "The City Mouse seemed thinner."  
D "'Suits me,' replied the Country Mouse."

4 Why does the Country Mouse decide to go home at the end of the poem?  
\_\_\_\_\_  
\_\_\_\_\_

## Gradual Release Model

### Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints. Item types include those found on the Milestones to provide test day practice.

- Selected response
- Constructed response
- Extended constructed response, including writing prompts
- Technology enhanced

**4 Independent Practice**

Read the passage. Then answer the questions.

*adapted from A Happy Day*  
by Elizabeth Davis Leavitt

1 Billy was off for a walk. He had kissed his mother good-bye. And now, with his little lunch-basket in his hand, he was running down to the gate when somebody said, "Good morning, Billy! Where are you going?"

sat a grasshopper on a blade of grass.  
per," said Billy. "I'm going for a walk."  
u," said the grasshopper. "May I?"  
y. "Shall we run a race?"  
f, but the grasshopper hopped such big  
o catch up after each hop.  
out as he sat waiting. "You might tread on

an ant trying to pull a piece of bread to  
ard the ant was working! Up hill and down  
oad seemed like great hills to the little ant.  
nt, Billy?" asked the grasshopper.  
ll!" He brought a green leaf and said, "Now  
read on this leaf, I will help you to get it to

1. "My babies are very hungry." So she put  
down beside it and Billy drew the leaf to the  
was the ant's house.  
"You are very kind, little boy!"  
illy, and he and the grasshopper went on

here, on the edge of the road, was a tiny  
but it was too little. Its wings were not strong  
said Billy.

**4 Independent Practice**

Lesson 5

1 How does the grasshopper help Billy?  
A He tells him where to go.  
B He goes with him on his walk.  
C He tells him how to help others.  
D He waits for Billy to catch up to him.

2 What does Billy do for each animal he meets?  
A He gives each animal food.  
B He helps each animal go somewhere.  
C He does something kind for each animal.  
D He does something that scares each animal.

3 What do the grasshopper's actions tell you about him?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 Why does Billy feel happy at the end of the story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Reviews

Each unit concludes with a review to test all skills covered in the unit. It includes a mix of item types, including those on the Milestones, in the same way as the Independent Practice section.

ELA.G3.RL1-3

**UNIT 1 REVIEW**

**Key Ideas and Details in Literary Text**

Read the passage. Then answer the questions.

**excerpt from Anne of Green Gables**

by Lucy Maud Montgomery

1 It was dark when supper was ready, and still no sign of Anne, coming hurriedly over the log bridge or up Lover's Lane, breathless and repentant with a sense of neglected duties. Marilla washed and put away the dishes grimly. Then, wanting a candle to light her way down the cellar, she went up to the east gable for the one that generally stood on Anne's table. Lighting it, she turned around to see Anne herself lying on the bed, face downward among the pillows.

Anne herself lying on the bed, face downward among the pillows.  
2 "Mercy on us," said astonished Marilla, "have you been asleep, Anne?"

3 "No," was the muffled reply.

4 "Are you sick then?" demanded Marilla anxiously, going over to the bed.

5 Anne cowered deeper into her pillows as if desirous of hiding herself forever from mortal eyes.

6 "No. But please, Marilla, go away and don't look at me. I'm in the depths of despair, and I don't care who gets head in class or writes the best composition or sings in the Sunday-school choir anymore. Little things like that are of no importance now because I don't suppose I'll ever be able to go anywhere again. My career is closed. Please, Marilla, go away and don't look at me."

7 "Did anyone ever hear the like?" the mystified Marilla wanted to know. "Anne Shirley, whatever is the matter with you? What have you done? Get right up this minute and tell me. This minute, I say. There now, what is it?"

8 Anne had slid to the floor in despairing obedience.

9 "Look at my hair, Marilla," she whispered.

**Part B**

What detail from the story best supports the answer to Part A?

A Anne plans to be extra good.  
B Anne knows it is wrong to dye her hair.  
C Anne does not want Marilla to look at her.  
D Anne says nothing could be as bad as red hair.

- 2 What is the theme of the story?  
A Not everyone likes his or her hair.  
B Actions sometimes do not turn out the way you planned.  
C It is important to write the best composition in the class.  
D It's a good idea to hide when you are in trouble.
- 3 Complete the table. Use details from the story to support your answer.

Anne is _____.	You know this because _____.
dramatic	

the passage. Then answer the questions.

**John Henry**

1 John Henry was a mighty man. He was born a slave but was freed after the Civil War. He went to work as a steel driver for the Chesapeake & Ohio Railroad. And John Henry was the strongest, most powerful man working the rails.

2 John Henry spent all day drilling holes by hitting thick steel spikes into rocks, turning the drill after each mighty blow. There was no one who could match him, though many tried.

- 4 What happens when the salesman brings the drill to the camp?  
A The drill kills John Henry.  
B The men want to use the drill right away.  
C John Henry could drill 10 to 12 feet a day.  
D The men set up a contest between the drill and John Henry.

- 5 Why does John Henry challenge the drill?  
A The salesman tells him to do it.  
B He is afraid he will lose his job.  
C He believes he can work faster than the drill.  
D Everyone thinks the drill is better.

- 6 Choose two words to describe John Henry. Support your answer with details from the story.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 7 Retell the story in your own words. Tell what happened in the beginning, the middle, and the end of the story.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Glossary

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

**GLOSSARY**

**A** **Act:** a division of a play  
**Antonyms:** words with opposite meanings  
**Autobiography:** a story of a person's life written by that subject

**B** **Biography:** a story that tells about a person's life

**C** **Cast:** a list of characters in a drama or play  
**Cause:** the reason something happens  
**Characters:** the people in a story or play  
**Chronological order:** the order in which things happen  
**Compare:** how two things are alike  
**Conclusions:** details figured out by putting together information from a story  
**Conflict:** a problem or struggle in a story  
**Contrast:** how two things are different  
**Convince:** to make someone feel sure

**D** **Definitions:** words that tell what another word means  
**Descriptions:** words that tell you more about another word  
**Details:** important information in a story or article  
**Dialogue:** what the characters say in a story or play  
**Drama:** a story written to be performed

**E** **Editorial:** an article that gives someone's opinion  
**Effect:** the result or thing that happens  
**Evidence:** proof

**F** **Fable:** a short story in which animals act like humans  
**Fact:** a statement or information that can be proven  
**Fairy tale:** a type of traditional story that involves magical creatures interacting with humans in good and bad ways  
**Fiction:** a made-up story  
**Figurative language:** language that is not meant literally  
**Folktales:** a story about ordinary people that teaches a lesson about how people behave

**G** **Genre:** type of literature

**H** **Hyperbole:** exaggerated statement for effect  
**Hyperlink:** a link that uses the World Wide Web to find another source of information

**I** **Illustrations:** pictures  
**Inferences:** information figured out with details from the story and what you know

**K** **Key words:** list of important words in a text

**L** **Literal:** word means exactly what it says

**M** **Main idea:** what the story, article, or paragraph is about  
**Metaphor:** a type of figurative language that compares two unlike things but does not use the words like or as  
**Moral:** concerned with the principles of right and wrong  
**Myth:** a story that explains something about nature or a people's customs or beliefs

# Economical

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**Focused Instruction, Think About It**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Focused Instruction**

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

**Guided Practice**

1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ  
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ  
3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Independent Practice**

3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

4 Main Idea: \_\_\_\_\_

Detail: The player began with an axe or wagon handle.  
Detail: Players tried different kinds of wood.  
Detail: They used a woodcarving machine called a *lathe*. A lathe holds a piece of wood and a tool spins around the wood to shape it.

PAGES 80-87 Lesson 8: Understanding Time and Sequence  
Introduction

What happens at the beginning of the frog's growth?	_____
What happens in the middle of the frog's growth?	_____
What happens at the end of the frog's growth?	_____

**Independent Practice**

1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ  
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

# Teaching Support

Annotated teacher's editions include:

- Suggestions for use/teaching strategies
- Annotated student pages with answers
- Correlations to the Georgia Standards of Excellence (GSEs)
- Tier 2 and Tier 3 vocabulary
- ELL support

Schools love this comprehensive teacher resource!

**5 Explaining Characters' Actions**

PAGES 46 AND 47

**Georgia Standards of Excellence**  
ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**THEME: Tales Around the World**

**1 Introduction**  
Read, or have students read, the instructional text. Work through the example as a class. Students should look closely at the illustration and decide what it shows. Using the sentences following the illustration, students should understand the actions that people in the picture will take.

**2 Focused Instruction**  
Title: The Smiling Rabbit  
Genre: Folktale  
Lexile® Measure: 580L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance as needed.

**Vocabulary**  
To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.  
**backfired, gestured, jaguar, patiently**

30 UNIT 1

**5 Explaining Characters' Actions**

PAGES 48 AND 49

**1 Focused Instruction**  
Determine reading the story. Then answer the questions.  
a. "Please don't eat my eggs," the rabbit said. He turned the table over and ran away. b. The rabbit was going to the market. "I'm sorry, I didn't mean to eat your eggs," he said. "Please don't be angry with me." c. "We are not the ones who ate your eggs!" d. "Please don't eat my eggs again," the rabbit said. e. "I'm sorry, I'll never eat your eggs again." f. "Please don't eat my eggs again," the rabbit said. g. "I'm sorry, I'll never eat your eggs again."

**2 A Closer Look**  
Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

**3 Discuss It**  
For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

**Speaking/Listening Activity**  
Have students discuss pets they have. Have them share information about how they care for their pets.

**3 Guided Practice**  
Title: The City Mouse and the Country Mouse  
Genre: Poetry  
Lexile® Measure: N/A

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

# Teaching Support

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

PAGES 52 AND 53

LESSON 5 EXPLAINING CHARACTERS' ACTIONS

**Independent Practice**

1. Who is the grasshopper helping? *(Billy, the ant, the squirrel, the bird)*

2. Why does Billy say he can't help? *(He has no food.)*

3. What does the grasshopper tell him to do? *(He asks for help, then helps him.)*

4. Who does Billy help? *(The ant, the squirrel, the bird)*

ELA.GSE.3.RL.3 DOK 2

**Independent Practice**

1. Who does the grasshopper help? *(A: He goes back where he was; B: He goes to the squirrel; C: He lets his friend have his meal; D: He asks for Billy to catch up to him.)*

2. What does Billy say he can't do? *(A: He gives his last food; B: He gives his last meal; C: He starts running fast; D: He starts swimming fast.)*

3. What does the grasshopper tell him to do? *(He asks for help, then helps him.)*

ELA.GSE.3.RL.3 DOK 2

ELA.GSE.3.RL.3 DOK 3

ELA.GSE.3.RL.3 DOK 3

**Writing Activity**

Have students write about a time they were able to help someone. What did they do to help? How did it make them feel?

**Independent Practice Answer Analysis**

1. Choice C is correct because during their walk the grasshopper suggests ways that Billy can help others. Choice A is not true because the grasshopper does not tell Billy where he should go. Choices B and D are true, but they do not show how the grasshopper helps Billy.

2. Choice C is correct. Billy does a kind deed for each animal to help them in some way. Billy only gave food to the squirrel, so choice A is not true. He helps the ant and the bird go somewhere, but not the squirrel. So choice B is not true. Choice D is not true. Billy does not scare any animal.

3. Answers should discuss how the grasshopper encourages Billy to help others. This shows that he thinks it is good to help others and wants Billy to learn to do the same.

4. Answers should discuss how Billy feels happy because he has helped others. He was able to do something good for three animals and this makes him feel good.

Highlights where  
students commonly  
make mistakes

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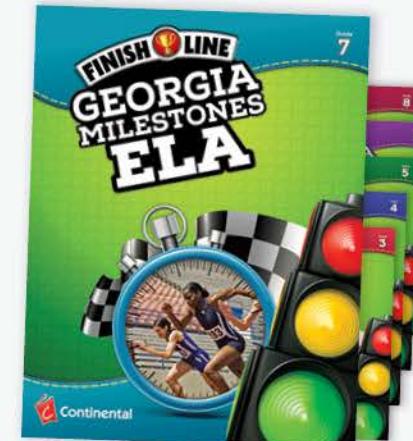
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Grades 3–8

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