



Grades 1–8



CONTENTS

○ Overview.....	2
○ Student Book.....	4
○ Student Answer Booklet... ..	13
○ Teacher’s Edition.....	14
○ eBook.....	15
○ Pricing.....	17



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What does this series do?

Finish Line English Language Arts, Third Edition provides instruction and practice to help students learn challenging Common Core-based standards and become familiar with assessment-type items. Concise, simply-presented lessons keep students focused and on task. Components include student workbooks, student answer booklets, and annotated teacher's editions in print and eBook formats.



Grades 1–8

Standards Connection

Units parallel the domains of the Common Core State Standards.

300+ pages of instruction and practice

TABLE OF CONTENTS

About Finish Line English Language Arts	5
UNIT 1: Key Ideas and Details in Literary Text	7
LESSON 1 RL.3.1 Answering Questions	8
LESSON 2 RL.3.2 Determining the Theme	16
LESSON 3 RL.3.2 Retelling Stories	25
LESSON 4 RL.3.3 Describing Characters	36
LESSON 5 RL.3.3 Explaining Characters' Actions	46
UNIT 1 REVIEW	54
UNIT 2: Key Ideas and Details in Informational Text	61
LESSON 6 RI.3.1 Asking Questions	62
LESSON 7 RI.3.2 Determining the Main Idea and Details	72
LESSON 8 RI.3.3 Understanding Time and Sequence	80
LESSON 9 RI.3.3 Recognizing Cause-and-Effect Relationships	88
UNIT 2 REVIEW	97
UNIT 3: Craft and Structure in Literary Text	104
LESSON 10 RL.3.4 Understanding Word Meanings	105
LESSON 11 RL.3.5 What Makes a Play a Play?	112
LESSON 12 RL.3.5 What Makes a Story a Story?	124
LESSON 13 RL.3.5 What Makes a Poem a Poem?	133
LESSON 14 RL.3.6 Determining Point of View	142
UNIT 3 REVIEW	150
UNIT 4: Craft and Structure in Informational Text	159
LESSON 15 RI.3.4 Understanding Words in Context	160
LESSON 16 RI.3.5 Using Text Features to Locate Information	168
LESSON 17 RI.3.6 Distinguishing Points of View	178
UNIT 4 REVIEW	187

UNIT 5: Integration of Knowledge and Ideas in Literary Text	194
LESSON 18 RL.3.7 Connecting Words and Illustrations	195
LESSON 19 RL.3.9 Comparing and Contrasting Stories	207
UNIT 5 REVIEW	220
UNIT 6: Integration of Knowledge and Ideas in Informational Text	230
LESSON 20 RI.3.7 Understanding Words and Pictures	231
LESSON 21 RI.3.8 Connecting Sentences and Paragraphs	240
LESSON 22 RI.3.9 Comparing and Contrasting Texts	249
UNIT 6 REVIEW	262
UNIT 7: Writing on Demand	271
LESSON 23 W.3.4-6 The Writing Process	272
LESSON 24 W.3.1, 4-6 Argumentative Writing	283
LESSON 25 W.3.2, 4-6 Informational Writing	286
LESSON 26 W.3.3-6 Narrative Writing	289
LESSON 27 L.3.1-3 Rules of English	292
LESSON 28 L.3.4, 5 Vocabulary	305
UNIT 7 REVIEW	316
Glossary	317

Close Reading of Rigorous Text

As required by Common Core-based standards and assessments, the books ask students to find evidence from the text to support their answers.

2 Focused Instruction
Lesson 2

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

Turtle Tricks Rabbit

retold from the traditional American Indian folktale

- 1 Once, long ago, Turtle and Rabbit were walking through a field of grass. "Hey, Turtle," said Rabbit. "I will race you through this grass."
- 2 "Okay," said Turtle, "though I fear I will lose."
- 3 "Of course you will surely lose!" Rabbit said gleefully. Rabbit always saying these sorts of things, bragging about how fast he was, made Turtle feel bad sometimes.
- 4 "But you are very short," Rabbit continued. "I will not be a winner in the grass so you must wear a white feather on your head so I can see where you are during the race."
- 5 "Okay," said Turtle.
- 6 But Turtle had a plan. That night, he visited his family and told them about the race. "Family, Rabbit has challenged me to a race. And I need your help to beat him!" He explained his trick to his family. The plan was that they would stand at different locations on the race course. When Rabbit stands at the finish line and would pretend that turtle had won.

3 Guided Practice

A CLOSER LOOK

Underline phrases in the story that show how Chipmunk gets away from the giant.

3 Guided Practice
Lesson 2

Read the passage. Then answer the questions.

The Noisy Chipmunk

an American Indian folktale

- 1 Chipmunk and his grandmother lived in a village. Chipmunk was a very noisy little creature. His grandmother used to say: "My Grandson, when you are out in the woods, you must not make so much noise. Something will catch you."
- 2 But Chipmunk did not listen to her. Every morning he went to the woods. He ran about until he found some berries. Then he climbed a tree and sat on a limb and ate the berries, he made all the noise he could.
- 3 One evening, Chipmunk's grandmother told him to be quiet. She said, "A giant wanders in the woods chasing and eating other creatures. He has a bag full of red berries. Whenever he catches a small animal, he pops it into his bag and cooks it."
- 4 "I do not believe that!" said the little Chipmunk. "I have never seen a giant."
- 5 "Be careful," warned his grandmother. "If you make too much noise, the giant will catch you."
- 6 The next day, Chipmunk went out as usual. He ran along looking for berries. Then he found a hole in the ground. He will walk as far as I can, for I wish to see the giant."
- 7 Chipmunk walked on and on. Finally, he reached a high cliff, and on it he found many tasty berries. He climbed to the top of the cliff and ate. All the while he made a lot of noise. As he could. He thought, "Maybe the giant will come."
- 8 Well, the giant did hear him. He heard the noise that little Chipmunk made, but he was not angry. He was just curious. He called out to Chipmunk, because the cliff was too high for him to climb. "Come down, little one," the giant called. "I will give you a heap of fine berries."

3 Guided Practice

Why does the Chipmunk throw branches down at the giant?

3 Guided Practice
Lesson 2

How does Chipmunk escape from the giant?

2 Part A

A He makes a lot of noise.

B He gives the giant his berries.

C He agrees to come down off the cliff.

D He tricks the giant so that he can run away.

Part B

What do Chipmunk's actions show about his personality? Give examples from the story to support your answer.

3 One of the ways that characters in folktales often give clues to the moral, or theme, of the story.

UNIT 1 Key Ideas and Details

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.

UNIT 7 Writing on Demand

LESSON
23 The Writing Process

CCSS W.3.4-6

1 Introduction

Writing is a process. Most writers follow five steps:

Prewriting → Drafting → Revising → Editing → Publishing

An easy way to remember the writing process is to think of what you do in each step. In the prewriting step, you **plan** what you will write. The drafting step is when you actually **write**. Then you go back and **revise** in the revising step. Next, you check, or **edit**, your writing. Finally, you show, or **publish**, your work.

Step 1: Prewriting

When you plan in the prewriting step, think about these things:

- Why are you writing? This is called your purpose.
- What will you write about? This is called your subject.
- What will you say? This is called your content.
- How will you say it? This is called your voice.
- Who will read it? This is called your audience.

Sometimes, however, you are writing for a test. Then some of these things are already decided for you. Here is a question from a test.

Many popular board games, such as checkers, can also be played on the computer. Write an article for students in a game club about how board games and computer games are alike and how they are different. In your article, be sure to include:

- how board games and computer board games are alike
- how they are different

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 RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LESSON
5 Explaining Characters' Actions

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.



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 _____.

46 UNIT 1 Key Ideas and Details in Literary Text

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Gradual Release Model

Part #2: Focused Instruction

Teachers can lead the whole class or small groups in collaborative work. Students 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 5

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

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 _____

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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 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.

48 UNIT 1 Key Ideas and Details in Literary 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 collaboratively to answer multiple-choice and short-answer questions. They will also see hints and reminders, and *A Closer Look* activities.

Lesson 5

3 Guided Practice

Read the poem. Then answer the questions.

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

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.

- 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 braver.
- 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."

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 scammers outside with the Country Mouse.

Where are Country Mouse and City Mouse eating dinner?

Lesson 5

3 Guided Practice

What does the poet say about the dinner?

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

What does the knock mean?

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?

What does the Country Mouse say about his own home?

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 items types, including those on Common Core assessments:

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

4 Independent Practice

Lesson 5

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?"
- 2 He looked around. There sat a grasshopper on a blade of grass.
- 3 "Good morning, Grasshopper," said Billy. "I'm going for a walk."
- 4 "I should like to go with you," said the grasshopper. "May I?"

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 assessment-type items in the same way as the Independent Practice section.

UNIT 4 REVIEW
Craft and Structure in Informational Text

CCSS RI.3.4-5

Read the passage. Then answer the questions.

Five-Cent Coin

Nickel Expressions:

Not worth a plugged nickel: "worthless"; a plugged nickel has a hole shot through it.

Don't take any wooden nickels: "Be careful"

Nickel-and-dime: "not important"

Five-and-ten-cent store or five-and-dime: "a store that sold goods for five or ten cents"

Nickelodeon: "an early movie theater," which usually cost five cents to enter

- 1 Today, you know the five-cent coin as a nickel, but it wasn't always that way. The first five-cent coin was not called a nickel, and for a very good reason. It was not made of nickel, a silvery-white metal. This coin was made of silver, like the dime. When the US Mint was established in 1792, all coins had to be made of gold, silver, or copper by law.
- 2 This five-cent coin was called a "half dime" (pronounced like "dime"). The half dime continued to be made of silver until 1873. In 1866, a new five-cent coin, made of nickel (and copper), was created. For many years, both kinds of five-cent coin were circulating at the same time.
- 3 The half dime was much smaller than today's nickel, too. That's because silver has always cost more than nickel. The value of silver coins depended on their weight. The half dime had to be exactly half the weight of a dime. When Congress decided to make a five-cent coin of nickel and copper, the coin had to be made larger. This was good, because this nickel was much easier to handle than the tiny silver half dime.
- 4 The man on the front of the nickel is President Thomas Jefferson, who took his place there in 1938. The building on the back of many nickels is called Monticello. Monticello is the home that Jefferson designed and built for himself in Virginia.

- 1 What is the purpose of the sidebar "Nickel Expressions"?
 - A The sidebar explains terms in the passage.
 - B It helps readers understand the passage.
 - C It provides interesting information on this topic.
 - D It tells more about the history of nickels.
- 2 Find the word circulating in paragraph 2. Think about what you read in the passage and what you know about coins. What is the correct definition for circulating?
 - A "being passed around"
 - B "in the shape of a circle"
 - C "related to circuses"
 - D "made of silver"
- 3 What is this author's point of view about nickels made from silver? Were they a good idea? Should we still be using them? Use details from the passage to support your answer.

To Buy or to Grow?

- Read the passage. Then answer the questions.
- 1 The first settlers in this nation grew or hunted for their own food. They could not stop at the grocery store and pick up milk or bread or hamburger for a cookout. As towns and cities grew, the need for food grew, too. Fewer people were staying home to cook all day. Both men and women were busy outside the home. They needed an easy way to feed their families.

10 Growing your own food can be fun and can save money. However, grocery stores are not going out of business because of home gardens. As long as people eat, they will go to grocery stores to get foods they just cannot grow themselves.

- 4 **Part A**
 Find the word tropical in paragraph 8. Use the paragraph to figure out which statement is correct.
 - A Tropical fruits grow everywhere in the world.
 - B It is hard to grow anything in tropical places.
 - C Tropical fruits grow in warm, moist places.
 - D Deserts are tropical places.
- Part B**
 Which sentence from paragraph 8 best supports the answer to Part A?
 - A "Other parts of our nation do not."
 - B "Do they live in hot and humid places?"
 - C "There's a reason why Georgia has so many peach orchards."
 - D "There's a reason why parts of California have farms as far as the eye can see."

- 5 What is the purpose of the hyperlink in paragraph 9?
 - A to encourage readers to buy a certain type of oranges
 - B to encourage readers to work for orange farmers
 - C to convince readers that growing orange trees is easy
 - D to allow readers to find information about growing orange trees

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 of 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
Folktale: 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

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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

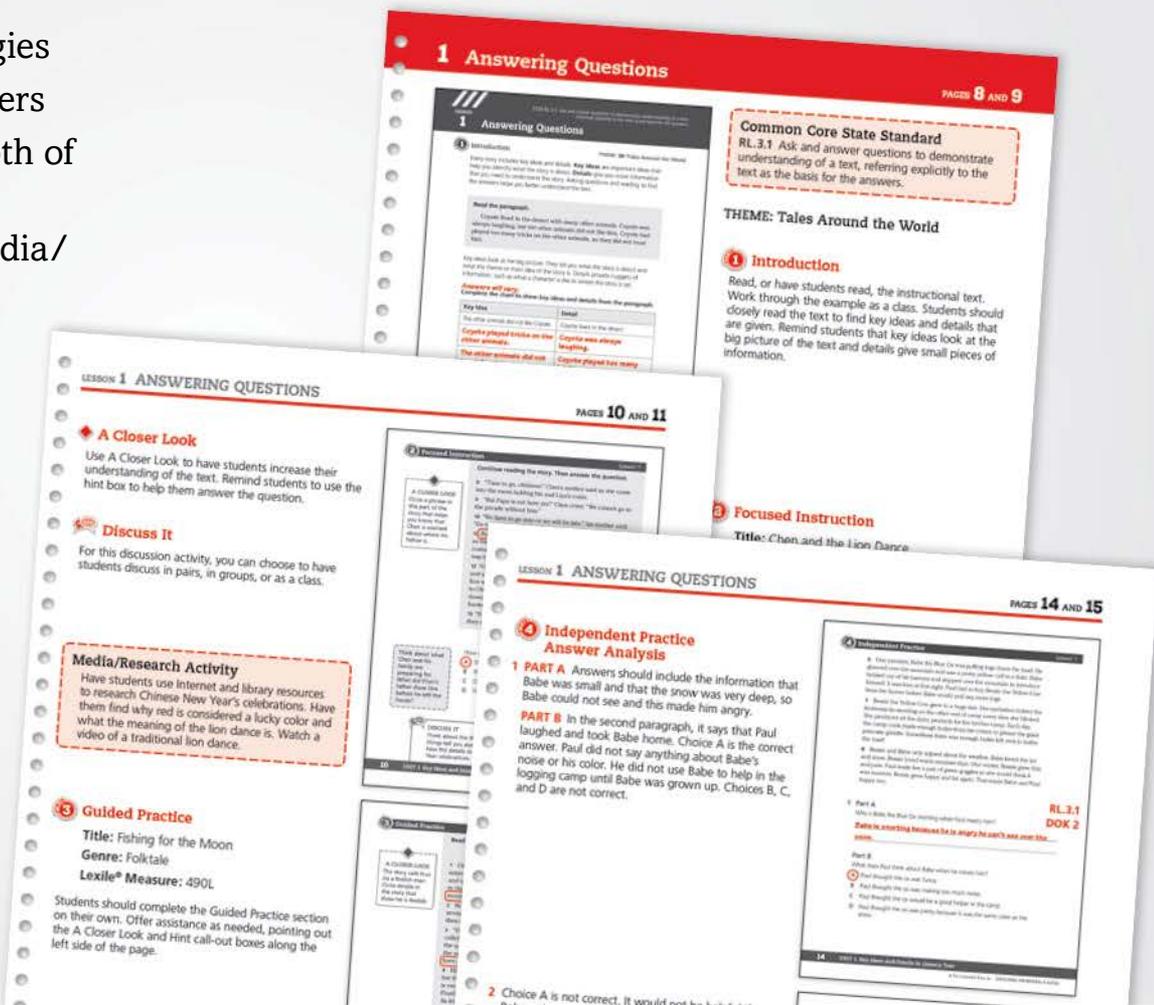
3 A B C D

4 A B C D

Teaching Support

Annotated teacher's editions include:

- Suggestions for use/teaching strategies
- Annotated student pages with answers
- Answer analysis and CCSS and Depth of Knowledge (DOK) correlations
- Speaking/listening, writing, and media/research activities
- Tier 2 and Tier 3 vocabulary
- ELL support



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.



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- 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.

Contents

Bookmarks

Notes

Highlights

Settings

Help

Back to Library

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?

What does the knock mean?

3 **Part A**
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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."

What does the Country Mouse say about his own home?

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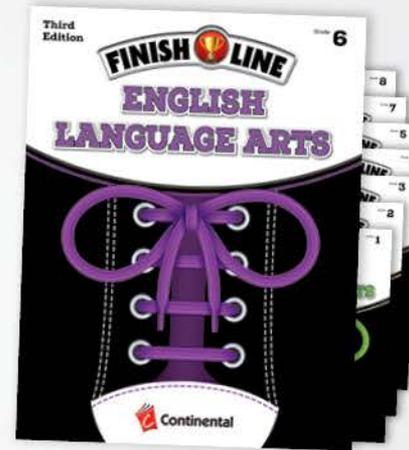
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Grades 1–8



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