

# 3RD GRADE ELA NEWSLETTER

January 26-30, 2026

NAME: \_\_\_\_\_ SECTION: \_\_\_\_\_

## Homework:

### Monday

1. Read: **Saving the Sea Turtles**  
three times
2. Fill out the "Close Reading" notes page.  
(#1 after first read, #2 after second read,  
and #3 after third read)

### Tuesday

1. Read: Saving the Sea Turtles
2. Answer #1-8
3. Highlight Text Evidence !

### Wednesday

1. Read: **A Visit to the Coral Reef**  
three times
2. Fill out the "Close Reading" notes page.  
(#1 after first read, #2 after second read,  
and #3 after third read)

### Thursday

1. Read: A Visit to the Coral Reef
2. Answer #1-5
3. Highlight Text Evidence

**Complete 45 minutes of I-ready  
by Sunday at 11:59 PM.**

## Reminders

- Portfolio begins THURSDAY!
- Moving forward Portfolio will take place every Wednesday.
- The Grade 3 Reading Student Portfolio is administered to all students in grade 3 over the course of the 2nd semester of the school year. This assessment consists of sets of reading passages and questions which are aligned to the Florida standards. The results may be used to demonstrate reading proficiency to justify "good cause" promotion to grade 4 if criteria on the FAST is not met.

## Assessments:

- Jan 26: Spelling Quiz and  
Grammar Quiz
- Jan. 29: Portfolio #1

## Upcoming:

- TUESDAY Jan 27:
  - Parent Zoom Meeting
  - 6pm!
- THURSDAY Jan 29:
  - Portfolio Begins
- iReady PM 2 February 2-3

Complete the attached worksheets  
and turn in entire packet on Friday.

# Weekly Reading Skills

## Comparison/Contrast



**Author's Purpose:** The Comparison/Contrast text structure helps authors describe how things are alike and different.

**Transition Words:** *but, both, however, and*

## Cause/Effect



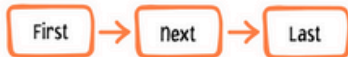
**Author's Purpose:** The Cause/Effect text structure helps authors explain what happened and why it happened.

**Transition Words:** *because, so, in order to, as a result*

## TEXT STRUCTURE

Authors choose text structures that best fit their purposes for writing a text.

### Sequence



**Author's Purpose:** The Sequence text structure helps authors explain events in order.

**Transition Words:** *before, first, next, then, last, after*

### Problem/Solution



**Author's Purpose:** The Problem/Solution text structure helps authors explain how a problem is solved.

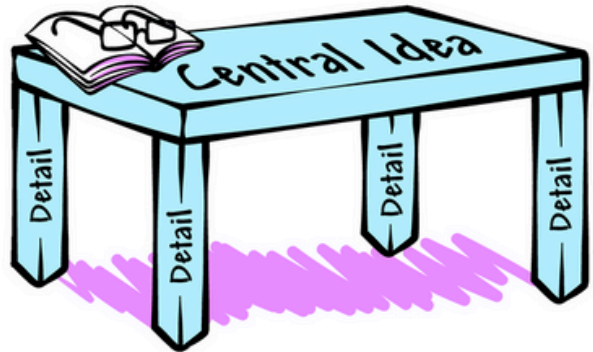
**Transition Words:** *problem, solution, difficulty, the answer is*

## Central Idea

The **Central Idea** is what the text is mostly about.

Look for **text clues.**

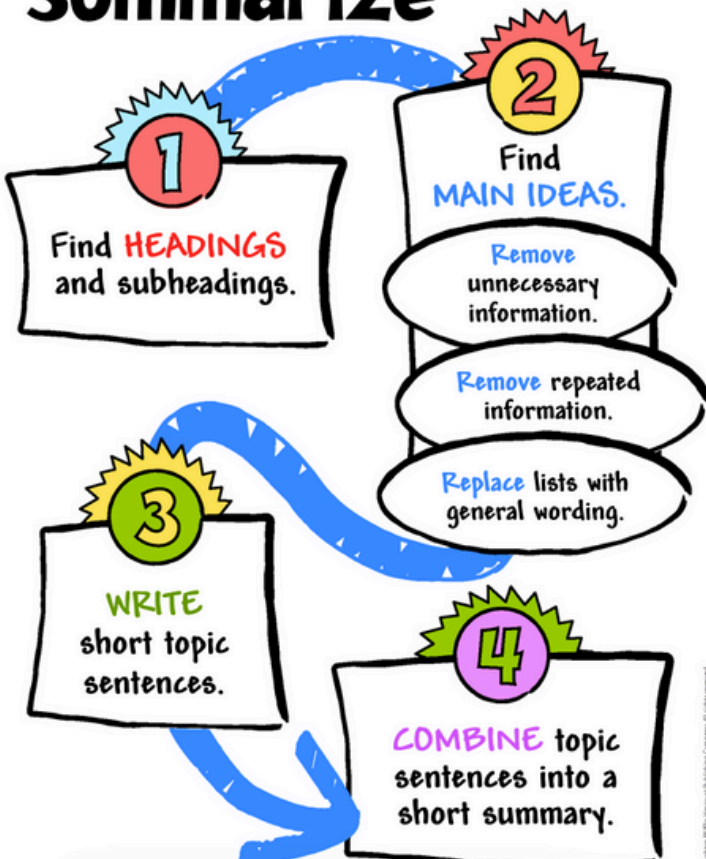
- Headings
- Visuals
- First or Last Sentence
- Repeated Words



Evaluate **details** to determine **key ideas** that support the central idea.

- Examples
- Facts
- Evidence
- Description

## Summarize



## Author's Purpose

An author's purpose is his or her reason for writing a text. Knowing the purpose helps you recognize the author's message.

If the author's purpose is to . . .

### Persuade



then the author wants

readers to think or act in a certain way.

### Inform



then the author wants

to share **information** about a topic.

### Entertain



then the author wants

readers to enjoy a story.

How can you figure out the author's purpose?

**FIRST...**

think about the genre.

**THEN...**

ask questions about what you read and find answers.

# Vocabulary

# Context Clues



Good readers use **clues in the text and visuals** to find the **meanings** of unfamiliar words.

## Word Parts

Lumin = light

We stared at the **luminous** stars in the sky.

## Examples

**Crustaceans**, such as shrimp, lobster, and crabs, live in salt water.

## Definitions

The **calyx**, the leaf-like parts that cover a flower bud, are green.

## Visuals with Labels

Visuals show pictures of the word's meaning.



## Synonyms

= **same**

Luke wanted to **rectify** his mistake. If he could correct it, he would.

## Antonyms

= **opposite**

Ana would rather be **industrious** than lazy.

# Grammar Skill

Grammar 2.3.2a

## Identifying Abstract Nouns

**Concrete nouns** name things that can be experienced by the five senses. Things you can see, hear, taste, smell, or touch are concrete nouns. You could draw a picture of something named by a concrete noun.

**Abstract nouns** name things that exist in a person's thoughts or emotions. Abstract nouns name feelings, ideas, or qualities. Things named by abstract nouns would be hard to draw or to identify in a drawing.

*concrete noun*

The ship was at **sea** for two weeks.

*abstract noun*

The sudden storm caused great **fear**.

## Review Abstract Nouns

A noun can name a person, animal, place, or thing. This kind of noun is a **concrete noun**.

A noun can also name an idea, a feeling, or a quality. This is called an **abstract noun**. You cannot see, hear, taste, smell, or touch an abstract noun.

*concrete noun*

Otto is a wiggly **bundle** of fur.

*abstract noun*

The new puppy brings **joy** to our family.

# The Statue of Liberty

## Spelling List 3

wreck

knee

wrap

knot

knife

write

wring

knew

knock

knight

wrong

wrench

wrist

wrote

wedge

second

quart

stage

kneel

knitting

wreath

unwrapped

## Saving the Sea Turtles

Every summer, people gather along the sandy shores of Florida to witness a special event: the nesting of sea turtles. These ancient reptiles have been swimming the oceans for over 100 million years. Each year, female turtles return to the same beaches where they were born to lay their eggs. The sight of a giant turtle crawling slowly onto the beach is unforgettable.

The most common sea turtle in Florida is the loggerhead. Loggerheads can weigh up to 300 pounds and grow three feet long. At night, they emerge from the ocean, dig deep holes in the sand, and lay about 100 round, white eggs. Then they carefully cover the nest and return to the sea, leaving the eggs behind.

After about two months, the eggs hatch. Tiny baby turtles, called hatchlings, dig their way to the surface and race toward the water. Many don't survive. Crabs, birds, and fish hunt them, and bright lights from hotels and homes can confuse them. Instead of crawling to the ocean, some baby turtles move toward the lights and never reach the water.

That's why volunteers and scientists work hard to protect sea turtles. They mark off nests with signs and barriers so beachgoers won't step on them. Some places ask people to turn off their lights at night or use special bulbs that don't attract turtles. In some areas, people help hatchlings reach the sea safely by blocking off roads and guiding them with flashlights.

Pollution also hurts sea turtles. Plastic bags floating in the water look like jellyfish, one of the turtle's favorite foods. When turtles eat plastic, it can make them sick or even cause death. Fishing nets and boat strikes are also dangerous. Organizations have created safer fishing tools and protected zones where boats must go slowly.

Thanks to these efforts, more turtles are surviving each year. But the job isn't done. Sea turtles are still endangered, and their survival depends on the choices people make.

If we want sea turtles to continue visiting our shores, we must care for their habitat. That means keeping beaches clean, turning off bright lights at night, and supporting groups that protect wildlife. Each small action makes a big difference.

Watching a hatchling crawl into the waves is a reminder of how fragile and wonderful nature is. By protecting sea turtles, we're also protecting the oceans and the future of our planet.

### Questions:

1. What is the central idea of the passage?
  - A. Sea turtles are only found in Florida.
  - B. People can help protect sea turtles and their nests.
  - C. Loggerhead turtles are the largest turtles in the world.
  - D. Watching turtles is the most popular beach activity.

Name: \_\_\_\_\_

**MONDAY**

# CLOSE READING

Nonfiction



**1<sup>ST</sup>**  
**READING**

## MAIN IDEA

Supporting Details

**2<sup>ND</sup>**  
**READING**

## TEXT STRUCTURE

How I Know:

## TEXT FEATURES

## VOCABULARY

**3<sup>RD</sup>**  
**READING**

## ANALYZE THE AUTHOR

Author's Purpose:

Author's Point of View:

## ASK QUESTIONS

## CONNECTION

# TUESDAY

Name: \_\_\_\_\_

2. Why do baby sea turtles move in the wrong direction?
  - A. They are afraid of the ocean.
  - B. They are looking for food.
  - C. Bright lights from buildings confuse them.
  - D. Their shells are too soft to move quickly.
3. What is one way people help protect turtle hatchlings?
  - A. Chasing away birds with nets
  - B. Feeding the turtles by hand
  - C. Turning off lights near the beach at night
  - D. Leaving food near the nest
4. What causes sea turtles to mistake plastic bags for food?
  - A. Plastic smells like fish
  - B. Plastic looks like jellyfish
  - C. Turtles can't see well in the water
  - D. Plastic makes a noise in the ocean
5. What does the word **emerge** most likely mean in the sentence:  
"At night, they **emerge** from the ocean, dig deep holes in the sand...?"
  - A. Come out
  - B. Sleep
  - C. Hide
  - D. Dig quickly
6. What structure does the author use to organize this passage?
  - A. Compare and contrast
  - B. Cause and effect
  - C. Chronological order
  - D. Problem and solution
7. Why did the author most likely write this passage about sea turtles?
  - A. To explain why sea turtles make good pets
  - B. To entertain readers with a story about animals at the beach
  - C. To inform readers about sea turtles and show how people can help protect them
  - D. To describe the differences between turtles that live on land and sea turtles
8. Which detail best supports the idea that people play an important role in helping sea turtles survive?
  - A. Female turtles return to the same beaches to lay eggs.
  - B. Loggerheads can weigh up to 300 pounds.
  - C. Hatchlings are hunted by crabs, birds, and fish.
  - D. Volunteers and scientists protect nests and guide hatchlings.

Name: \_\_\_\_\_

## A Visit to the Coral Reef

Ella and her brother Marcus had been looking forward to this day for weeks. They were finally going on a snorkeling trip to see a coral reef. Their family was visiting Florida, and their parents had booked a boat ride to take them out to the reef. Ella had read about coral reefs in school, but she couldn't wait to see one in real life.

The boat ride was bumpy, and the salty wind whipped through their hair. As the boat slowed down, the guide, Captain Dana, began to explain the rules for snorkeling. "Don't touch the coral," she said. "It's alive and very delicate. Also, keep an eye out for sea turtles and colorful fish!"

Ella put on her mask and flippers and slipped into the warm, clear water. At first, she was nervous. But when she looked down, her fear turned into wonder. The coral reef was like a magical underwater city. Bright orange and purple corals waved in the gentle current. Tiny fish darted in and out of holes, and a sea turtle glided by as if it had no care in the world.

Marcus swam beside her, pointing excitedly at a group of clownfish hiding in a sea anemone. "It's just like in the movies!" he said, his voice muffled by his snorkel.

Captain Dana swam nearby and told them about what they were seeing. "This reef is home to thousands of creatures," she said. "Some live here their whole lives. Others stop by while they travel through the ocean."

After about an hour in the water, Ella and Marcus climbed back into the boat, their eyes wide with excitement. "That was amazing!" Ella said. "I never knew there were so many animals living in one place."

Captain Dana smiled. "That's why we protect coral reefs. They're important to ocean life, and even to people. They help protect coastlines and support fishing and tourism."

Back on land, Ella couldn't stop thinking about the reef. She decided she wanted to learn more and maybe even help protect the ocean one day. Seeing the coral reef up close had made her realize how special and fragile it was.

From that day on, whenever she saw pictures of coral reefs, she remembered the day she swam with the fish and saw the beauty of the underwater world with her own eyes.

Name: \_\_\_\_\_

WEDNESDAY

# CLOSE READING

Nonfiction



**1<sup>ST</sup>**  
**READING**

## MAIN IDEA

\_\_\_\_\_

Supporting Details

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2<sup>ND</sup>**  
**READING**

## TEXT STRUCTURE

How I Know:

## TEXT FEATURES

## VOCABULARY

**3<sup>RD</sup>**  
**READING**

## ANALYZE THE AUTHOR

Author's Purpose:

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## ASK QUESTIONS

\_\_\_\_\_

## CONNECTION

\_\_\_\_\_

Name: \_\_\_\_\_

**Questions:**

1. What is the main idea of this passage?
  - A. Coral reefs are dangerous places to swim.
  - B. A girl learns how to drive a boat.
  - C. A family takes a snorkeling trip and learns about coral reefs.
  - D. Fish are the only animals that live in the ocean.
  
2. What is the meaning of the word **fragile** as used in the last paragraph?
  - A. Strong and tough
  - B. Fast and wild
  - C. Breakable and delicate
  - D. Large and heavy
  
3. Why does the author include Captain Dana's rules?
  - A. To explain how to swim faster
  - B. To teach readers how to catch fish
  - C. To show how to keep coral reefs safe
  - D. To warn readers about sea turtles
  
4. What does the passage mostly explain?
  - A. The dangers of ocean travel
  - B. The parts of a boat
  - C. The steps to build a coral reef
  - D. A sequence of events during a snorkeling trip
  
5. Why might the author have written this story?
  - A. To convince readers to become boat captains
  - B. To explain how to fish in the ocean
  - C. To describe a fun adventure and the importance of protecting nature
  - D. To tell readers not to go snorkeling