

March 9-13

3RD GRADE ELA

NEWSLETTER

Name: _____

Section: _____

Homework:

Monday

Read "Grandma's Secret" and "A Surprise Talent" and answer questions 1-2, highlight text evidence

Tuesday

Read "Grandma's Secret" and "A Surprise Talent" and answer questions 3-5, highlight text evidence

Wednesday

Punctuating Dialogue Practice
Pages

Thursday

IXL DDD.6: Punctuating Dialogue

Novel Studies:

3A, 3B, 3C: Charlotte's Web
3D, 3E: I Survived the Great
Chicago Fire

Reminders

Portfolio every Wednesday!

**Pass 2 iReady lessons in your
green lesson path by Sunday at
11:59 PM.**

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

Assessments

- Portfolio #6: 3/11/2026
- Grammar Quiz: 3/12/2026

Weekly Reading Skills

THEME

The **theme** is the main message, lesson, or moral of the text.

The theme can be stated in text. Fables and myths might tell the theme at the end.

The theme can be implied. Use text clues to figure it out.

- ♥ What happens to the characters?
- ♥ How do the characters react?
- ♥ What do the characters learn?
- ♥ How do the characters grow or change?

ASK What is the author trying to teach me?

EXAMPLES

More can be achieved by working together.

It is best to tell the truth.

Don't give up.

Figurative Language creates a special effect or feeling or makes a point.

Onomatopoeia A word that imitates the sound of what it describes



Alliteration A sound device used to repeat the same consonant sound at the beginning of nearby words



Personification Gives human qualities or characteristics to an animal or object



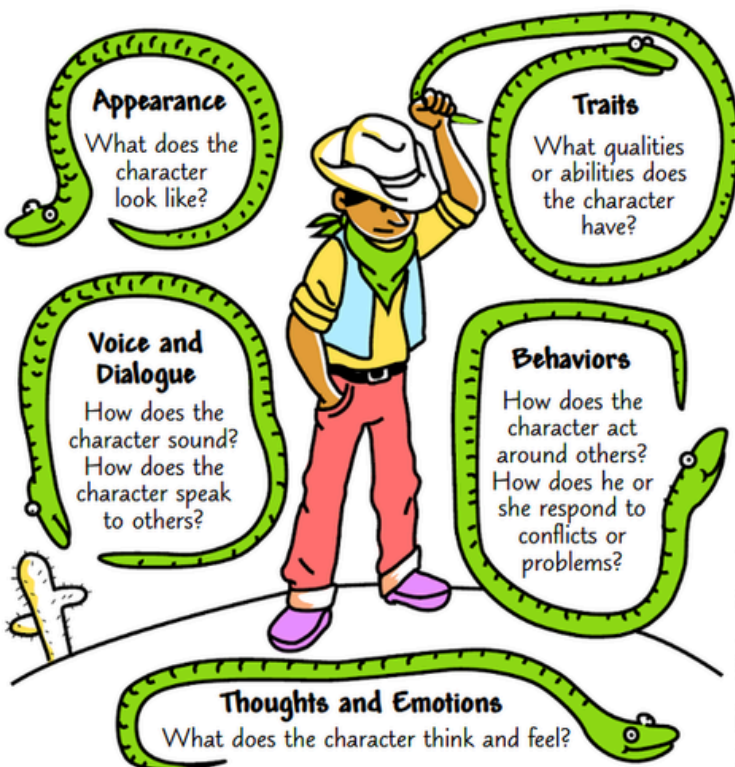
Imagery Language that describes how something looks, sounds, feels, smells, or tastes



I bit into the juicy, sweet apple.

CHARACTER

Major characters are central to a story. Minor characters support the major characters. Authors bring their characters and subjects to life in five key ways.



Literary Elements

Literary elements are the pieces that make up a story.

Characters:

the people and animals in a story



- What do they say and think?
- What do they do?
- What do other characters say and think about them?

Setting:

where and when the story takes place



- affects the plot because certain events happen in certain settings
- affects the plot by creating its mood

Plot:

Conflict

the main problem that the characters face

Resolution

how the conflict or problem is solved

Events:

things that happen in a story

- to **change** a character
- to **affect** the mood
- to **build** the plot

Grammar

Grammar 5.3.1a

Quotation Marks

Quotation marks (“ ”) show dialogue, or the exact words a person or character says.

Put quotation marks at the beginning and the end of a person’s or character’s exact words.

Jean said, *quotation marks* “I am going to bed early tonight.”
exact words

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Grammar 5.3.2a

Capitalizing and Punctuating Quotations

Always capitalize the first word of the speaker’s exact words.

If a sentence starts with a quotation, add a comma, question mark, or exclamation point inside the **quotation marks** at the end of the speaker’s words, and add a period at the end of the sentence.

If the quotation comes last, add punctuation inside the quotation marks.

quotation marks “That tree is tall!” he exclaimed.
exact words

Jean said, *quotation marks* “You’re right, it’s huge!”
exact words

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Read both passages and then answer the questions that follow.

Passage 1

Grandma's Secret

..... by Kat Williams

- 1 Annie's friends came over for a sleepover and brought a karaoke machine. It was fun to hear their own voices blasting through the speaker. They held a singing competition in Annie's living room, with Grandma as the judge. When Annie's friends tried to get Grandma to sing, she just shook her head and chuckled. "She's just shy," explained Annie to her friends. "Right, Grandma?"
- 2 Grandma just smiled mysteriously. Annie thought this was strange. She wondered what Grandma was thinking, but she soon forgot about it, with all the songs and laughter.

- 3 The next day, Grandma brought down a small, dust-covered box from the attic. “Come over here. I want to show you some old photographs,” she said. “I think you’ll get a kick out of them.”
- 4 One photo showed four teenage girls singing on a stage, gathered around a microphone. They were wearing matching dresses, and their hair was **elaborately** styled. “Who are these people?” Annie asked.
- 5 “Look at the girl on the right,” Grandma said. Annie leaned closer, peering at the photograph.
- 6 “Oh my gosh, Grandma! That’s you! What are you doing?”
- 7 “I’m singing on a TV show with my group, The Wildflowers,” Grandma said. “It was about 50 years ago. We recorded a song, and it played on the radio. It was so popular that we were asked to perform it on TV.”
- 8 “Why didn’t you tell me this before?” asked Annie.
- 9 Grandma smiled. “Oh, I guess I just haven’t thought about it for a long time.”
- 10 “So, when you wouldn’t sing with us yesterday . . .”
- 11 “Well, to be honest, it’s been a long time since I sang in front of a crowd,” said Grandma. “I’m pretty rusty! Besides, I prefer to sing as part of a group. Did you know Uncle Wayne played guitar in a band? Next time, maybe he can come over and the three of us can sing together. He can bring a real microphone and an amplifier to connect it to, so our voices can be heard.”
- 12 Annie looked at Grandma with surprise. She couldn’t believe her family had kept her in the dark about their musical past. Then, with a joyful smile, she said, “OK, Grandma, it’s time to come clean. What else haven’t you told me about?”

elaborately = to do something with great care and attention to detail

prefer = to choose one thing over another

Passage 2

A Surprise Talent

 by Brooks Benjamin

- 1 Kainon's mind was made up. He was going to sign up for the talent show once and for all. He'd walked by his teachers' classroom a million times on Friday but never stopped to add his name. No more dragging his feet, though. So what if he'd never performed for anyone besides his cat? He was ready.
- 2 Nobody at school knew he liked to sing, but Kainon was ready to take his chance and get on stage to sing his heart out.
- 3 That Monday morning before first period, he made his way to his music teacher's room. When he opened the door, he stopped in his tracks.
- 4 "Hi, Kainon," Ms. Witt said.
- 5 Kainon waved, but it wasn't the teacher he was looking at. It was the other person in the room—his friend Tristen.

- 6 Kainon walked over to the table where the sign-up sheet was. “Hey, Tristen. You’re trying out for the talent show?”
- 7 Tristen’s cheeks burned. “I—I was thinking about it. I don’t know.”
- 8 “Oh, cool,” Kainon said. “Yeah, I was thinking about it. too.”
- 9 “What’re you gonna do?” Tristen asked.
- 10 Kainon cleared his throat, trying to **ignore** the butterflies in his stomach. “I, um, was going to maybe . . . sing.”
- 11 Tristen’s jaw nearly hit the floor. “Really? You’re not going to believe this,” he said. “I’m signing up to sing, too! Why didn’t you tell me you like to sing?”
- 12 Kainon shrugged. “Well, I’m not really sure how good I am. I just do it for fun. But, hey, you never told me, either.”
- 13 “Yeah, I guess you’re right.” Tristen chuckled, then was struck by a brilliant idea. “Hey, so if *you’re* going to sing, and *I’m* going to sing, then maybe—”
- 14 Kainon’s eyes lit up. “Maybe we could sing together!”
- 15 “For real?” Tristen asked.
- 16 “Yeah! I mean if we’re allowed to,” Kainon said, nodding.
- 17 Kainon turned to his teacher. “Ms. Witt, we’re both singing, so can we sign up as a team?”
- 18 Ms. Witt smiled. “I think the audience would love to hear a duet. That’s a fantastic idea!”
- 19 Kainon and Tristen exchanged a quick smile and grabbed a pen to add their names. Who knew what else they had in common? Maybe one day he’d find out.
- 20 But first?
- 21 He and Tristen had a duet to get ready for!

ignore = pay no attention to

Respond to Text

Reread/Think

1. PART A

Read this sentence from Passage 1.

“Grandma just smiled mysteriously.” (paragraph 2)

What does the word mysteriously tell readers about Grandma’s smile?

- A She is trying to be polite.
- B She is keeping her thoughts to herself.
- C She is laughing at Annie’s joke.
- D She is feeling cheerful.

PART B

Which detail from Passage 1 **best** helps the reader understand the meaning of mysteriously?

- A “she just shook her head and chuckled” (paragraph 1)
- B ““She’s just shy.”” (paragraph 1)
- C “She wondered what Grandma was thinking” (paragraph 2)
- D “but she soon forgot about it” (paragraph 2)

2. Which detail from Passage 1 is **most** important to include in a summary of the story?

- A Grandma’s singing group was called The Wildflowers.
- B Uncle Wayne has a real microphone and a guitar.
- C Grandma hasn’t sung in front of people for a long time.
- D Annie is surprised to learn about the musicians in her family.

3. Read the following sentences from Passage 2.

“Tristen’s cheeks burned. ‘I—I was thinking about it. I don’t know.’”
(paragraph 7)

What does the phrase cheeks burned tell the reader about Tristen?

- A He feels a little sick.
 - B He feels full of hope.
 - C He feels surprised.
 - D He feels embarrassed.
4. Read the following sentences from Passage 2.

“Ms. Witt smiled. ‘I think the audience would love to hear a duet.
That’s a fantastic idea!’” (paragraph 18)

Which **two** context clues help the reader understand the meaning of duet?

- A “allowed to” (paragraph 16)
- B “both singing” (paragraph 17)
- C “sign up” (paragraph 17)
- D “as a team” (paragraph 17)
- E “fantastic idea” (paragraph 18)


5. Choose whether each detail describes Passage 1, Passage 2, or both passages.
Fill in **one** bubble in each row.

	Passage 1	Passage 2	Both Passages
The characters like to perform.	Ⓐ	Ⓑ	Ⓒ
Two characters find out that they share the same secret talent.	Ⓓ	Ⓔ	Ⓕ
One of the two main characters has been on TV.	Ⓖ	Ⓗ	Ⓘ
A character is nervous about something.	Ⓙ	Ⓚ	Ⓛ

Lesson #19

Punctuating Dialogue

X.#.#:

 **Introduction** When characters in a story talk to each other, this is a **dialogue**. When you write a dialogue, use **quotation marks** (“ ”) before and after each speaker’s words.

Mr. Simons said, “We’re going on a field trip!”
 “Hooray!” the class shouted.

When a speaker’s words come last in a sentence, use a **comma** (,) to separate the speaker’s words from the rest of the sentence.

Myra asked, “Where are we going?”
 Mr. Simons answered, “We are going to the Natural History Museum.”

 **Guided Practice**

Read each sentence. Then rewrite the sentence on the line below, adding quotation marks and commas where needed.

Hint: The end punctuation after a speaker’s words should be inside the quotation marks.

Correct: “It’s a dog, isn’t it?”

Incorrect: “It’s a dog, isn’t it”?

1 I am so excited about our trip to the museum! Janie said.

2 Carlos asked Do you think it will be boring?

3 Then Justin explained It’s a chance to go someplace new.

4 I think we’ll have a great time! Tanisha added.

Independent Practice

For numbers 1–5, choose the sentence in each group that uses correct punctuation.

- 1** A “This museum is gigantic”! Anna exclaimed.
B “This museum is gigantic!” Anna exclaimed.
C “This museum is gigantic! Anna exclaimed.”
D This museum is gigantic! “Anna exclaimed.”
- 2** A Celia said, “Everyone should visit this museum.”
B Celia said “Everyone should visit this museum.”
C Celia said, Everyone should visit this museum.
D “Celia said” Everyone should visit this museum.
- 3** A Alberto asked. “What is this?”
B Alberto asked, “What is this”?
C Alberto asked “What is this”!
D Alberto asked, “What is this?”
- 4** A I’ve never seen anything like it! Juanita replied.
B I’ve never seen anything like it! “Juanita replied.”
C “I’ve never seen anything like it!” Juanita replied.
D “I’ve never seen anything like it! Juanita replied.”
- 5** A Billy announced, “It’s a fossil footprint.”
B Billy announced. “It’s a fossil footprint.”
C Billy announced “It’s a fossil footprint”.
D “Billy announced, “It’s a fossil footprint.