



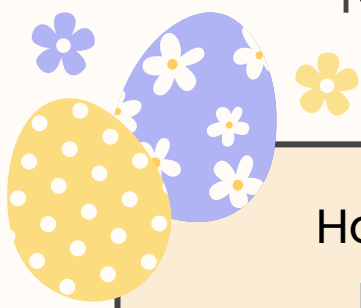
# 3rd Grade ela NEWSLETTER

April 13-17, 2026



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

Section: \_\_



## Homework

### Monday

Read "The Strange Power of Volcanoes", label text features, and answer q. 1-5. Highlight your text evidence.

### Tuesday

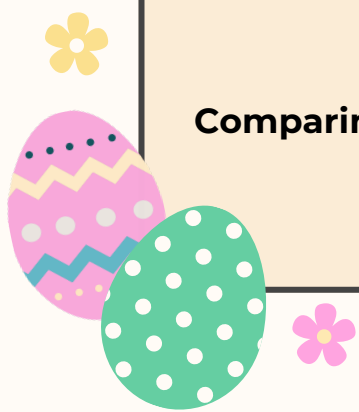
Re-read "The Strange Power of Volcanoes", answer q. 5-9. Highlight your text evidence. For q. 9 your summary must be 5 sentences.

### Wednesday

Read "Keeping an Eye on Volcanoes", label text features, and answer q. 1-4 Highlight your text evidence.

### Thursday

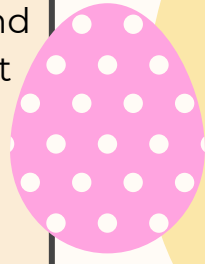
**Comparing Adjectives** practice pages



## Reminders

**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

Wednesday **AND** Thursday  
Portfolio

Grammar Quiz: Monday, 4/13

## Novel Studies

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



# Weekly Reading Skills

## TEXT FEATURES

present important parts of the story in a different way.

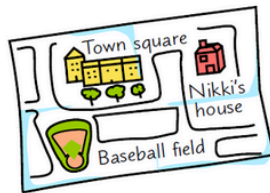
**Punctuation**, such as ellipses, em dashes, and colons, can indicate important text will follow.

Kinds of **type** can show emphasis or indicate a title.

**Boldface**  
**CAPITAL LETTERS**  
*Italic* **Large** small  
**Color**

## GRAPHIC FEATURES

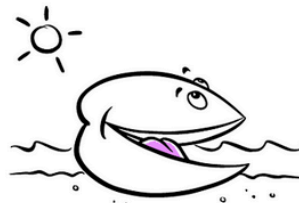
are visuals, such as illustrations, diagrams, maps, and speech bubbles, that help explain ideas in the text.



## Figurative Language

**Figurative Language** includes “figures of speech” that compare, exaggerate, or mean something different from what is expected.

**Simile** A comparison of two things using “like” or “as”



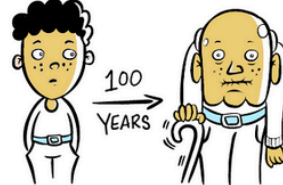
I'm happy as a clam!

**Metaphor** A comparison of two things by saying one thing is another thing

You must be a walking encyclopedia to know all those facts.



**Hyperbole** Exaggerations that make things sound bigger, better, or more than what they truly are



I waited for 100 years!

**Idiom** An expression that means something different from the meaning of its individual words



I feel sick as a dog.

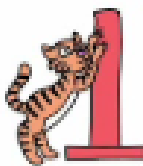
## IDENTIFY CLAIM

When you read an argumentative text, look for the claim.

- The claim is the position the author takes on a subject.
- The claim is the author's opinion.
- The claim is a statement the author tries to prove.
- The claim will come at the beginning of the text.
- The claim will solve a problem or answer a question.
- The author will include facts and evidence to prove the claim.

### Claim

The best way to keep your cat from destroying furniture with her claws is to have a scratch post.



### Evidence

After we bought a scratch post, Fluffy sharpened her claws on it instead of the couch.

Cats have the most interesting eyes of all the animals.



Cats' pupils are vertical slits instead of circles, like most animals' pupils.

## 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**.

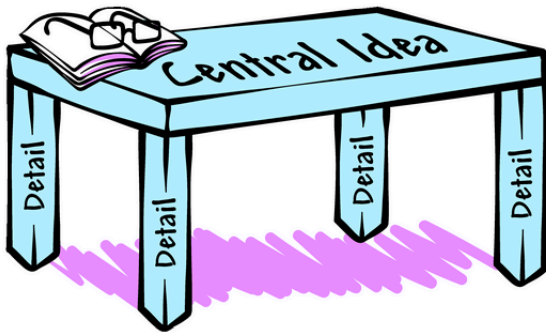
# Weekly Reading Skills

## Central Idea

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

Look for **text clues.**

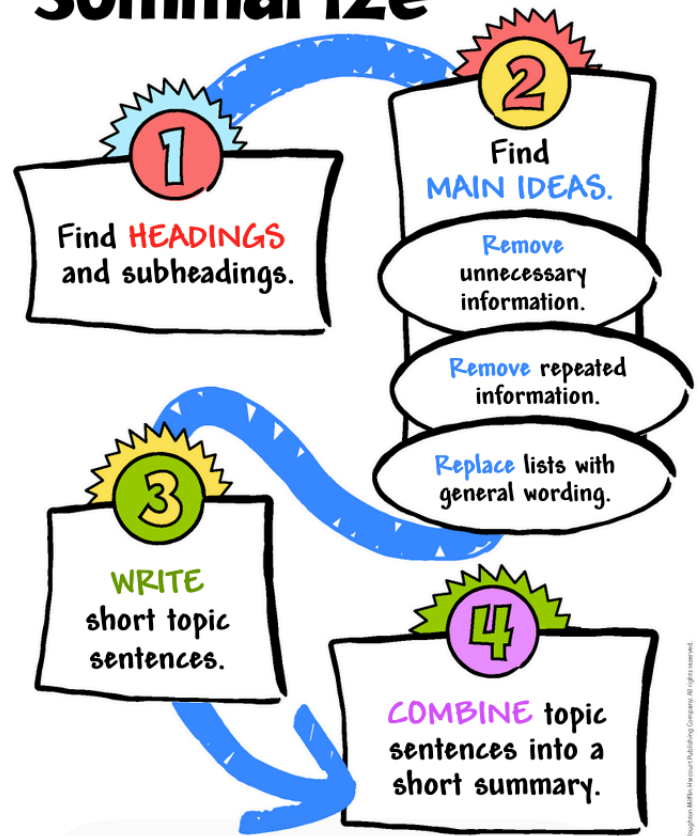
- Headings
- Visuals
- First or Last Sentence
- Repeated Words



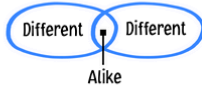
Evaluate **details** to determine **key ideas** that support the central idea.

- Examples
- Facts
- Evidence
- Description

## Summarize



### 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



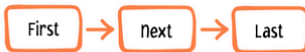
**Author's Purpose:** The Cause/Effect text structure helps authors explain what happened and why it happened.

**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*

## 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?



think about the genre.

ask questions about what you read and find answers.

# Rule 18

## Grammar

Adjectives can make comparisons.

- Use **er** to compare two people, places, or things.

Sally is **younger** than Ken.

This book is **thicker** than that book.

I want the **bigger** of the two balloons.

A hummingbird is **smaller** than a pigeon.

- Use **est** to compare three or more people, places, or things.

She is the **youngest** child in her family.

This is the **thickest** book on the shelf.

The **biggest** balloon in the bunch floated away.

Hummingbirds are the **smallest** birds on Earth.

### Comparative & Superlative Adjectives

Read the article. Then answer the questions that follow.

## THE STRANGE POWER OF Volcanoes

by Magnus Krako



Photo taken during the Surtsey eruption in 1964

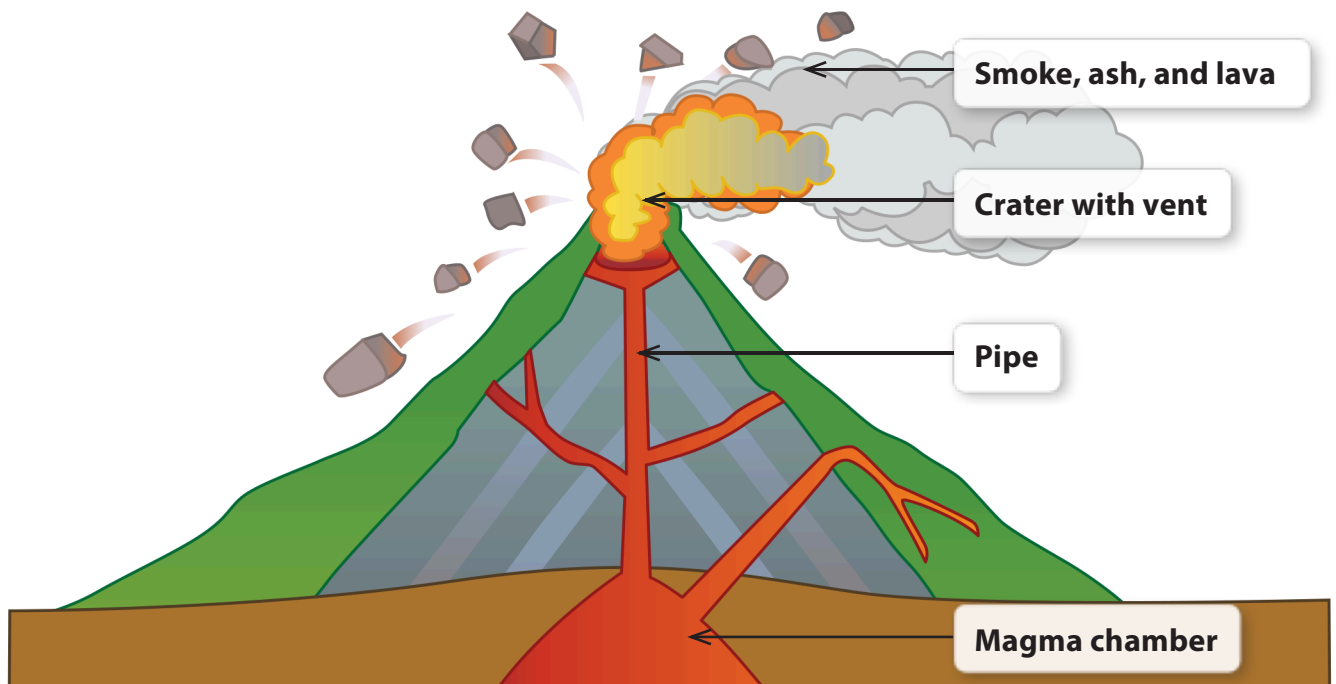
- 1 In 1963, a ship's captain sailing near Iceland saw smoke rising from the sea. He thought it was a ship on fire, but he found something stranger. Hot melted rock, called lava, was shooting up to the water's surface from below. Ash made of crushed rock also shot up. It was an underwater volcano. The volcano erupted for more than three years. All the lava and ash formed a new island, called Surtsey.
- 2 Volcanoes erupt all over the world. Many volcanoes are underwater, like the one that formed Surtsey. Others are on land. Eruptions can create new mountains or blow the tops off old ones. Volcanoes shape and reshape the land around us.
- 3 Where does a volcano's power come from? It begins deep below Earth's surface in an area called a magma chamber. This chamber contains a pool of **magma**. A long tube called a pipe connects the magma chamber to the top of the volcano, called the crater. In the crater, there is a crack called a vent. The vent lets smoke, ash, and magma out. Once magma reaches Earth's surface, it is called lava instead.

**magma** = red-hot liquid rock

# Monday and Tuesday

- 4 To understand how a volcano erupts, think about a closed bottle of soda. When you shake it, bubbles form and gas escapes from the liquid. The gas can't get out of the bottle, which causes **pressure** to build. When the lid is taken off, the soda sprays out.
- 5 This is similar to how a volcano works. Hot, liquid rock is lighter than solid rock, so it rises up. As it rises, gas bubbles form. Pressure from the gases builds. Finally, the gases push up the pipe and through the vent. Sometimes the gases push out lava or ash.
- 6 Volcanoes are powerful. But not all eruptions are the same. Some eruptions are quick and loud. Other eruptions are slow, with lava that flows like thick honey. Both kinds of eruptions can be dangerous! Some volcanoes shape the land. Some can even change the weather. When ash clouds form, they can block out the sun.
- 7 Scientists study volcanoes to learn about how Earth was formed and how it is changing. This information is both fascinating and important. It can help us know when a volcano will erupt. It gives us clues about Earth's future!

**pressure** = a force pressing against the surface of something



## Respond to Text

### Reread/Think

1. Read this sentence from the article.

“Hot melted rock, called lava, was shooting up to the water’s surface from below.” (paragraph 1)

What is the meaning of surface as it is used in this sentence?

A deep point

B warm feeling

C quick movement

D top part

2. Which sentence from paragraph 1 **best** supports the inference that the volcano in the ocean was surprising to the captain?

A “In 1963, a ship’s captain sailing near Iceland saw smoke rising from the sea.”

B “He thought it was a ship on fire, but he found something stranger.”

C “The volcano erupted for more than three years.”

D “All the lava and ash formed a new island, called Surtsey.”

3. Read these sentences from paragraph 2.

“Many volcanoes are underwater, like the one that formed Surtsey. Others are on land.”

What is the author’s purpose for including these sentences?

A to inform readers where the power of volcanoes comes from

B to persuade readers to visit volcanoes

C to inform readers where volcanoes are located

D to persuade readers that scientists need to study volcanoes more

4. Which detail in paragraph 3 **best** supports the idea that a volcano's eruption starts far under the ground?
- A Volcanoes begin with hot magma deep below Earth's surface.
  - B There is a long tube called a pipe inside a volcano.
  - C The vent at the top of a volcano is a crack in Earth's surface.
  - D Magma is liquid rock, and it is called lava when it exits the volcano.
5. Which detail in paragraphs 5 and 6 **best** supports the idea that the eruption of a volcano is like soda spraying out of a shaken soda bottle?
- A Hot melted rock rises because it is lighter than solid rock.
  - B Gas bubbles form in rising magma.
  - C Pressure from gases builds, pushing lava out of the vent.
  - D Some eruptions have lava that moves slowly, like honey.
6. Which detail in paragraph 6 **best** supports the idea that some volcanic eruptions are powerful?
- A They are quick and loud.
  - B They allow gases to escape.
  - C They flow like thick honey.
  - D They change the weather.

## 7. PART A

Which sentence **best** states the central idea of the article?

- A Volcanic eruptions are powerful forces that can change the shape of the Earth.
- B Smoke, ash, and lava come out of the vent with great force.
- C The inside of a volcano starts deep below the Earth's surface.
- D Volcanoes work much the same way as a shaken soda bottle.

## PART B

Which detail **best** supports the answer to Part A?

- A "The volcano erupted for more than three years." (paragraph 1)
- B "Eruptions can create new mountains or blow the tops off old ones."  
(paragraph 2)
- C "In the crater, there is a crack called a vent." (paragraph 3)
- D "Some eruptions are quick and loud." (paragraph 6)

## 8. Which **two** details are **most** important to include in a summary of the article?

- A A volcano in the ocean can create land.
- B The top of a volcano is called a crater.
- C Soda sprays out of a bottle when it is shaken.
- D Thinner magma leads to a quick, loud eruption.
- E Volcanic eruptions are very powerful.



Read the article. Then answer the questions that follow.

## Keeping an Eye on Volcanoes

by Nathalie Alonso

- 1 Millions of people around the world live near active volcanoes. Scientists study volcanoes to keep these people safe. They want to find out when these volcanoes could erupt. Scientists need to learn about eruptions, but it is dangerous to get too close. Some scientists use drones to study volcanoes safely. Drones are small planes that fly without a pilot. They are controlled from the ground with a remote. Drones are a good tool for scientists to study erupting volcanoes because scientists can stay at a safe distance.
- 2 One reason why drones are a good tool for studying active volcanoes is that they can take close-up pictures and videos of eruptions without putting scientists in danger. Drones can get closer than scientists and can gather important information about what happens during an eruption. For example, scientists used drones to take pictures of the lava flowing from the Santa María volcano in Guatemala. Drones also recorded the collapse of the Kīlauea volcano in Hawaii. When scientists are able to see an eruption up close, they get a better idea of what could happen the next time there is an eruption.
- 3 Another reason why drones are a good tool is that they can collect samples of gases. A volcano sends up gases when it is about to erupt. Drones collect gas samples from an active volcano. This helps scientists learn more about the eruption without having to get too close. Scientists used drones to study the gases at the Manam volcano near the island of Papua New Guinea. Other scientists did the same thing with volcanoes in Nicaragua and Costa Rica.

- 4 Another way that drones are a good tool is that they have a better chance of not getting destroyed. Tools that scientists place on the ground are sometimes destroyed by lava. Drones fly above volcanoes. This makes it more likely they will escape in one piece.
- 5 Scientists are still trying to figure out how to best use drones to study volcanoes. Sometimes drones crash. Their batteries also don't last very long. But we know for sure that drones help scientists learn about volcanoes without putting themselves in danger. That is why drones are a helpful tool for studying active volcanoes.



**Drones are used to study active volcanoes safely.**



## Respond to Text

### Reread/Think

1. Read this sentence from paragraph 1.

“Drones are a good tool for scientists to study erupting volcanoes because scientists can stay at a safe distance.”

What is the author’s purpose for including this sentence?

A to give an opinion about drones

B to share a fact about drones

C to describe the history of drones

D to persuade the reader to use drones

2. What is the author’s purpose for including the names of the volcanoes in paragraph 2?

A to inform the reader about some of the most famous erupting volcanoes

B to persuade the reader that it is foolish to get close to some volcanoes

C to inform the reader of places where scientists used drones

D to persuade the reader that these are the best places to use drones

3. What idea does the author support with the facts in paragraph 3?

A Drones can take better pictures before an eruption.

B Scientists can learn about the gases a volcano sends up.

C Scientists can learn when they should collect lava samples.

D Drones can look for volcanoes that might erupt soon.

4. Which detail in the text supports the idea that drones are less likely to be ruined than other tools?

A Drones collect samples of gases. (paragraph 3)

B Scientists used drones to study volcanoes in Costa Rica. (paragraph 3)

C Lava sometimes ruins tools on the ground. (paragraph 4)

D Drones’ batteries do not last long. (paragraph 5)

# Thursday

## Two or More?

Write the correct adjective in the blanks.

1. Ben had a \_\_\_\_\_ ice-cream cone than Brian.  
bigger biggest
2. Their father had the \_\_\_\_\_ ice-cream cone.  
bigger biggest
3. Shelley is \_\_\_\_\_ than Sue. Sue is \_\_\_\_\_ than Shelley.  
taller tallest shorter shortest
4. Shelley is the \_\_\_\_\_ girl in the class.  
taller tallest
5. It was \_\_\_\_\_ on Monday than on Wednesday.  
hotter hottest
6. Friday was the \_\_\_\_\_ day of the week.  
hotter hottest
7. Odie's dog is the \_\_\_\_\_ in the neighborhood.  
older oldest
8. Odie's dog is \_\_\_\_\_ than Olaf's dog.  
older oldest

Name \_\_\_\_\_

## Comparisons



Write one sentence comparing two people, places, or things. Write another sentence comparing three or more people, places, or things.

small

**1.** \_\_\_\_\_

**2.** \_\_\_\_\_

sweet

**3.** \_\_\_\_\_

**4.** \_\_\_\_\_

green

**5.** \_\_\_\_\_

**6.** \_\_\_\_\_

smooth

**7.** \_\_\_\_\_

**8.** \_\_\_\_\_