APRIL 27-MAY 1

3RD GRADE ELA NEWSLETTER

Name:_____

Section:__

Homework:

Monday

Read “Protecting the River of Grass” **twice** and take notes each time you read the passage for the **first and second** read.

Tuesday

Read “Protecting the River of Grass” and take notes each time you read the passage. (This should be **third** read.) Answer q. 1-5, highlight your text evidence.

Wednesday

Read “The History of Fort Mose” **twice** and take notes each time you read the passage for the **first** and **second** read.

Thursday

Read “The History of Fort Mose” twice and take notes each time you read the passage. (This should be third read.) Answer q. 6-10, highlight your text evidence.

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:

- **Portfolio:** Monday April 27th
- Portfolio Make Up Session: Wednesday April 29th
- **ELA FAST PM3 May 5th**

Novel Studies

3A, 3B, 3C: Charlotte’s Web

3D: I Survived the Great Chicago Fire

3E: Percy Jackson

Weekly Reading Skills

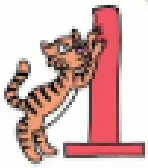
IDENTIFY CLAIM

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.

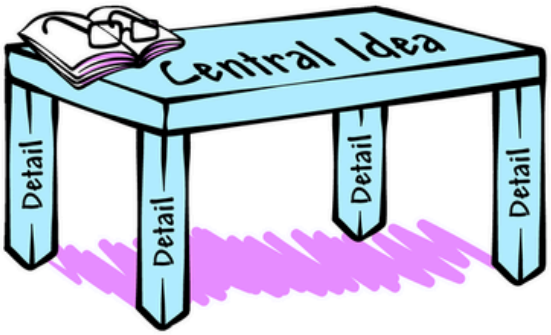
Cats' pupils are vertical slits instead of circles, like most animals' pupils.

Central Idea

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

Look for **text clues.**

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



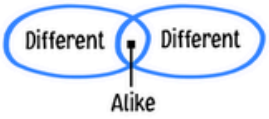
Evaluate **details** to determine **key ideas** that support the central idea.

- Examples
- Facts
- Evidence
- Description

TEXT STRUCTURE

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

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*

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*

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

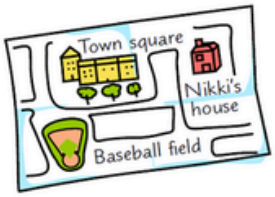
CAPITAL LETTERS

Italic Large small

Color

GRAPHIC FEATURES

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



Context Clues

LOOK FOR

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.

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

readers to think or act in a certain way.

Inform

to share information about a topic.

Entertain

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.

Read the passage "Protecting the River of Grass" and then answer Numbers 1 through 5

Protecting the River of Grass

1 Over the flat land of southern Florida lie ponds, marshes, and forests . Together, they form the Everglades . People used to call the Everglades "the river of grass ." Water flowed through the sawgrass marshes . This made the marshes look like a river of grass . But now, the Everglades are in trouble and need help .

2 The Everglades changed for the worse when the state of Florida began to drain or take away some of the water . This allowed farmers to grow crops . Large farms and then cities sprang up . The draining went on as canals and dams moved water out of the Everglades into the ocean . The river of grass was no longer a river .

3 These changes continue to this day and must be stopped . The government needs to do more to protect the Everglades . Animals that have lived there for hundreds of years are in danger . Plants that had once grown in the Everglades cannot live there now . New plants have taken over . Salty water has moved into the marshes . Many of the alligators have died . The Everglades is half the size it was a hundred years ago! What is left of the Everglades is still in a lot of trouble .

4 One way to save the Everglades is to stop the dirty water from farms and cities that runs into Lake Okeechobee . Much of the Everglades' water comes from the lake . There needs to be more laws to stop the pollution from these fields . Otherwise the dirty water will keep spreading, and the rest of the Everglades will continue to be in trouble .

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Monday and Tuesday

5 Another solution is to catch fresh water that now flows into the ocean and bring the water back to the Everglades . In 2000, Florida and the national government worked out a plan to do just that . But the plan has been taking a long time, and many people have worked to stop the effort .

6 It's hard not to be moved by the landscape of the Everglades . Protecting the beauty of the Everglades is very important . People need to see the Everglades as the amazing place it is . The focus should be on keeping the water of the Everglades clean and returning the rare plants and animals there . The Everglades should be a treasure for everyone and stay a place of wonder .

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Name: _____ **Monday and Tuesday**

CLOSE READING Nonfiction

Questions to Consider	My Notes
1st READING: What Does the Text Say? • What is the topic? • What is the main idea? • What key details support the main idea? • What are some important facts? • What is the text about? • Briefly summarize the text.	**Monday**

2nd READING: How Does the Text Work?
• Which type of nonfiction text structure is used?
• Which text features does the author use? How do they help you as the reader? Examples:
  • Headings & Subheadings
  • Images & Captions
  • Diagrams & Labels
  • Timeline
• What new words did you come across and how did you figure out their meaning?
	Monday

3rd READING: Analyze & Connect
• What is the author's purpose and point of view?
• What questions do you have?
• What inferences can you make?
• What is your opinion of the text?
• Make a connection:
  • Text to Self
  • Text to Text
  • Text to World
	Tuesday

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Student Name _____

Now answer Numbers 1 through 5. Base your answers on the passage "Protecting the River of Grass."

1. **Highlight or underline** the **one** sentence from the passage that states a claim the author makes about why the Everglades needs help .

   "The Everglades changed for the worse when the state of Florida began to drain or take away some of the water. This allowed farmers to grow crops. Large farms and then cities sprang up. The draining went on as canals and dams moved water out of the Everglades into the ocean."

2. Read this sentence from the passage .

   "Otherwise the dirty water will keep spreading, and the rest of the Everglades will continue to be in trouble ." (paragraph 4)

   What is the meaning of rest as it is used in the sentence?

   Ⓐ a place to stop

   Ⓑ the act of sleeping

   Ⓒ a break from exercise

   Ⓓ the part that is left over

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3. Select **two** ways that people can protect the Everglades.

Ⓐ keep people out of the area

Ⓑ plant different types of grass

Ⓒ turn farms back into marshes

Ⓓ return rare plants and animals

Ⓔ keep the water clean and fresh

4. Read this sentence from the passage .

"It's hard not to be moved by the landscape of the Everglades ." (paragraph 6)

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

Ⓐ to bring out emotions

Ⓑ to make a formal request

Ⓒ to go from one home to a new home

Ⓓ to change from one position to another

5. What is the central idea of the passage?

_____

_____

_____

_____

_____

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Read the passage "The History of Fort Mose" and then answer Numbers 6 through 10.

The History of Fort Mose

1 An important landmark lies a few miles north of St . Augustine, Florida . It is called Fort Mose (Moh-say) . It is the first settlement, or community, where free Black people lived in what is now the United States .

2 In the early 1700s, the United States had not been formed yet . Instead of states, there were colonies that were under British rule . Enslaved Africans were forced to live and work there . The men and women were taken from their homes against their will . They did not want to be there .

3 A group of enslaved Africans escaped from a colony in Carolina . They ran south through marshes and forests . Native Americans and other Africans helped them . Finally, they came to Florida . It was under Spanish rule at the time .

4 The Spanish government let them stay in Florida . They would now be free men and women . They just had to swear loyalty to the Spanish king . It was an acceptable decision . They promised to fight for Spain if they could live there . And so, they were given Fort Mose in 1738 .

5 The newly freed men had an important job . They guarded the fort to protect it from the British . A moat circled around the fort to help keep them safe . Inside, there were more than twenty huts . This is where everyone lived . They farmed the land and grew food in their gardens .

6 For twenty-five years, free Africans lived in Fort Mose . Then, in 1763, England took over Florida . The men and women were forced to leave their homes . They went to Cuba to find a safe place to live .

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Wednesday and Thursday

7 No one was at the fort for hundreds of years . Grasses, weeds, and trees covered it . In the late 1900s, a group of people decided to clean it up . They saw how important it was . They also started digging where the fort was . They found many items that were used by the people who lived there .

8 Fort Mose is an important site in the United States . It is the very first free Black community in America . It honors African American history and is a symbol of freedom .

9 In 1995, Fort Mose received what it deserved . It was made a National Historic Landmark . This protects it from being destroyed . Fort Mose, like the people who lived there, will never be forgotten .

Fort Mose is open to the public .

People can watch videos . They can look at the items that have been found at the fort .

There is a hut, a boat, and a garden that show what life was like in the 1700s .

Come see an important part of history!

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Name: _____ **Wednesday and Thursday**

CLOSE READING Nonfiction

Questions to Consider	My Notes
1st READING: What Does the Text Say? • What is the topic? • What is the main idea? • What key details support the main idea? • What are some important facts? • What is the text about? • Briefly summarize the text.	**Wednesday**

2nd READING: How Does the Text Work?
• Which type of nonfiction text structure is used?
• Which text features does the author use? How do they help you as the reader? Examples:
  • Headings & Subheadings
  • Images & Captions
  • Diagrams & Labels
  • Timeline
• What new words did you come across and how did you figure out their meaning?
	Wednesday

3rd READING: Analyze & Connect
• What is the author's purpose and point of view?
• What questions do you have?
• What inferences can you make?
• What is your opinion of the text?
• Make a connection:
  • Text to Self
  • Text to Text
  • Text to World
	Thursday

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Student Name _____

Now answer Numbers 6 through 10. Base your answers on the passage "The History of Fort Mose."

6. This question has two parts . First, answer Part A . Then, answer Part B .

Part A

What does the word free mean as it is used in this sentence from the passage?

"It is the first settlement, or community, where free Black people lived in what is now the United States ." (paragraph 1)

Ⓐ not busy

Ⓑ willing to give

Ⓒ without a charge or cost

Ⓓ able to do what one wants

Part B

Which word from the sentence supports your answer in Part A?

○ f irst

○ people

○ what

○ now

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7. Select **two** words that show that the word will means "choice" as it is used in the sentence .

"The men and women were taken from their homes against their will ." (paragraph 2)

Ⓐ men

Ⓑ women

Ⓒ taken

Ⓓ homes

Ⓔ against

8. Fill in the bubbles to show if each sentence supports the author's claim that Fort Mose is a special place .

	Supports Claim	Does Not Support Claim
"No one was at the fort for hundreds of years" (paragraph 7)	Ⓐ	Ⓑ
"They also started digging where the fort was" (paragraph 7)	Ⓒ	Ⓓ
"It is the very first free Black community in America" (paragraph 8)	Ⓔ	Ⓕ
"It honors African American history and is a symbol of freedom" (paragraph 8)	Ⓖ	Ⓗ

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Student Name _____ **Thursday**

9. Which sentence from the sidebar shows how the author feels about Fort Mose?

   Ⓐ "Fort Mose is open to the public ."

   Ⓑ "People can watch videos ."

   Ⓒ "They can look at the items that have been found at the fort ."

   Ⓓ "Come see an important part of history!"

10. Select **two** reasons why the author included the sidebar .

   Ⓐ to compare Fort Mose to other forts

   Ⓑ to give steps on what to do at Fort Mose

   Ⓒ to get readers to learn more about Fort Mose

   Ⓓ to give details about what Fort Mose is like today

   Ⓔ to tell an interesting story about the history of Fort Mose

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