

3rd Grade ELA

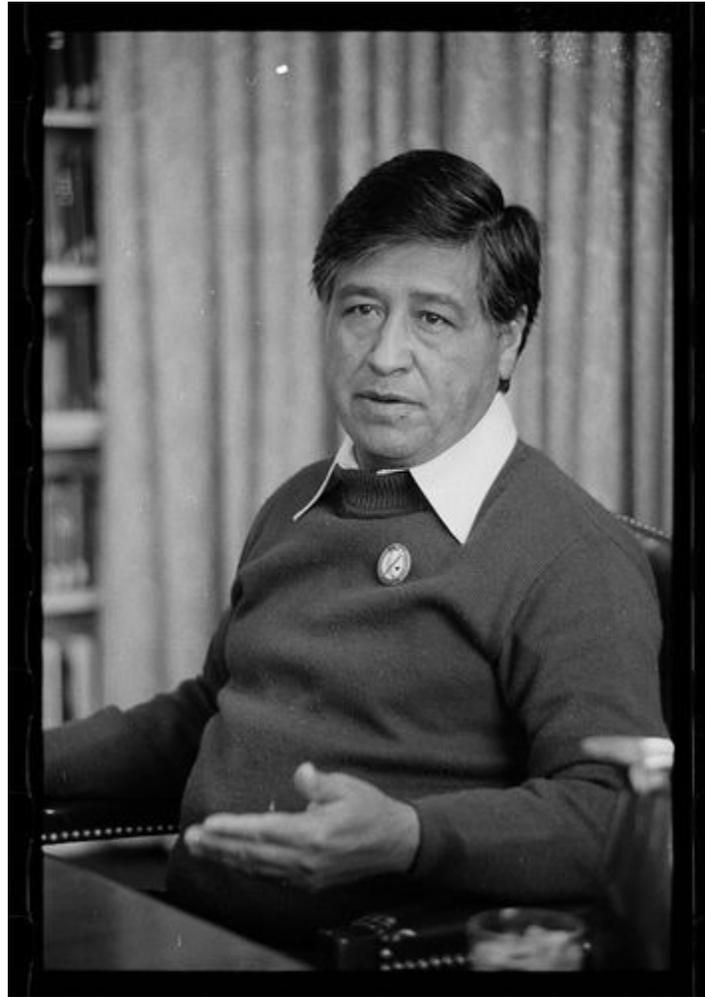
Week 1 Overview

April 13th – 17th

The student will demonstrate understanding of a third grade passage by answering comprehension questions and applying knowledge of the text.

Day	To Do
Monday	<input type="checkbox"/> Readworks: Cesar Chavez and questions <input type="checkbox"/> Read 20 minutes
Tuesday	<input type="checkbox"/> Writing Prompt <input type="checkbox"/> Read 20 minutes
Wednesday	<input type="checkbox"/> Readworks: Important People and questions <input type="checkbox"/> Read 20 minutes
Thursday	<input type="checkbox"/> Writing Prompt <input type="checkbox"/> Read 20 minutes
Friday	<input type="checkbox"/> Readworks: Breaking Bread and questions <input type="checkbox"/> Read 20 minutes

Cesar Chavez



During the 1930s, America was suffering from the Great Depression. This was a time when much of the country was poor. Most people could not find jobs, and food was short. People who worked on farms found they had to travel to find work. Many of them ended up in California. There, they worked on different farms and lived in camps. These people were called migrant workers.

Cesar Chavez was a Mexican American man from Arizona. When he was a boy, his family became migrant workers because of the Great Depression. They had to move to California to find work. He and his family worked in fields. The conditions were poor. Their housing had no electricity or running water. They did hard, tiring work for many hours. And they received little pay for their hard work.

Cesar Chavez decided to do something about the conditions he and other migrant workers dealt with on farms. He created a union for farm workers. This organization aimed to fight for the rights of farm workers.

In 1965, the union joined a strike against grape growers in California. They were fighting for better pay and working conditions. Chavez encouraged people to use peaceful methods to fight for the rights of the farm workers. He organized a big march to the capital of California. He got people to stop buying grapes from the grape growers. He even went on a hunger strike, refusing to eat for 25 days. Finally, in 1970, Chavez succeeded. Twenty-six of the grape growers signed contracts with his union. They agreed to giving the workers better pay and working conditions.

Chavez continued to fight for the rights of workers for his whole life. Today, he is thought of as a champion for working people everywhere.

Name: _____ Date: _____

1. Cesar Chavez created a union for farm workers. What did this union want to do?

- A. fight for the rights of grape growers
- B. fight for the rights of farm workers
- C. fight for the rights of poor people across the United States
- D. fight for the right of people to organize marches

2. In 1970, 26 grape growers agreed to give their farm workers better pay and working conditions. What caused the grape growers to do this?

- A. Many farm workers traveled to California to work on different farms.
- B. A lot of people could not find jobs during the Great Depression.
- C. Cesar Chavez organized a march, got people to stop buying grapes from the grape owners, and went on a hunger strike.
- D. Cesar Chavez created a union for farm workers that aimed to fight for the rights of farm workers.

3. Cesar Chavez used peaceful methods to fight for the rights of farm workers. What evidence from the text supports this statement?

- A. Chavez became a migrant worker during the Great Depression.
- B. Chavez and his family moved to California and worked in fields when he was a boy.
- C. Chavez and his family had to do hard and tiring work for many hours in the fields.
- D. Chavez got people to stop buying grapes from the grape growers.

4. In 1970, 26 grape workers signed contracts with Cesar Chavez's union. They agreed to give their workers better pay and working conditions. What can be concluded about the working conditions on the farms of these grape growers before 1970?

- A. The working conditions were probably very poor and difficult.
- B. The working conditions were very pleasant.
- C. The working conditions were much better than the ones on other farms in California.
- D. The working conditions were better than the working conditions after 1970.

5. What is a main idea of this text?

- A. Many people in the United States were poor during the Great Depression.
- B. Migrant workers faced poor working conditions during the Great Depression.
- C. Cesar Chavez and his family moved to California to find work when he was a boy.
- D. Cesar Chavez successfully fought for the rights of farm workers to improve their pay and working conditions.

6. Read these sentences from the text.

"When he was a boy, his family became migrant workers because of the Great Depression. They had to move to California to find work. He and his family worked in fields. The conditions were poor. Their housing had no electricity or running water. They did hard, tiring work for many hours. And they received little pay for their hard work."

Based on this text, what does the word "conditions" most nearly mean?

- A. diseases
- B. the surroundings that affect the way people live or work
- C. people in a group
- D. improvements

7. Choose the answer that best completes the sentence.

Cesar Chavez and other migrant workers faced very poor conditions on the farms where they worked. _____, Chavez decided to create a union for farm workers.

- A. As a result
- B. On the other hand
- C. Because
- D. Unfortunately

8. Cesar Chavez and his family became migrant workers and moved to California when he was a boy. Describe the conditions Cesar Chavez and his family faced in California.

Support your answer with evidence from the text.

9. Explain what made 26 grape growers in California sign contracts with Cesar Chavez's union agreeing to give their workers better pay and working conditions.

Support your answer with evidence from the text.

10. Read these sentences from the text.

"Chavez continued to fight for the rights of workers for his whole life. Today, he is thought of as a champion for working people everywhere."

The word "champion" here means someone who speaks or acts in favor of a person or a cause. Explain why people may consider Cesar Chavez to be a champion of working people.

Support your answer with evidence from the text.

Important People

by Michael Stahl



The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty, especially when a lot of people go into it. The janitor sweeps and mops the floors so that the dirt brought in gets cleaned up.

The teacher is the person who runs the classroom. The teacher helps you learn about different topics and gives you assignments. If you don't understand something, you can ask the teacher for help.

The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the person whom parents call when they want to talk to someone about the school. The principal

usually sets high expectations for the students and makes sure that learning is happening in the school.

American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city or town. The mayor works with the people in the city or town and the other people in the government to fix the problems of the city or town. The mayor has a lot of responsibility.

An American city or town is located within a state. Just like a city or town has a leader, a state has a leader, too. The leader of a state is called the governor. An American state is a part of the United States. There are 50 states, and each one has a governor. The person who is the leader of the United States of America is called the president. There have been over forty presidents throughout the course of America's history. The first president of the United States of America was George Washington. Who is the current president?

Name: _____ Date: _____

1. Who are some of the people described in the passage?

- A. lawyers, doctors, and bankers
- B. singers, actors, and dancers
- C. janitors, teachers, and principals

2. What does the passage list?

- A. This passage lists some of the different jobs people have.
- B. This passage lists the mayors of America's five largest cities.
- C. This passage lists all the Presidents of the United States.

3. A janitor helps keep a school clean. A teacher helps students learn at school. A principal is in charge of all the teachers at a school.

What can be concluded from this information?

- A. Principals often work with janitors but do not often work with teachers.
- B. Many janitors want to become teachers, and many teachers want to become principals.
- C. People can work in the same place and do different things.

4. Which job mentioned in the article is not a job that involves leadership?

- A. janitor
- B. principal
- C. mayor

5. What is this passage mainly about?

- A. the responsibilities of janitors and governors
- B. different people and their jobs
- C. how a janitor keeps a school clean

6. Read the following sentences: "The city or town has a leader, too. The **leader** is usually called the mayor. The mayor is in charge of running the government of the city of town."

What does the word "**leader**" mean above?

- A. someone who helps children learn
- B. someone who has power over other people
- C. someone who does not get along with other people

7. Choose the answer that best completes the sentence below.

The principal makes sure learning is happening in the school, _____, the principal is in charge of the teachers.

- A. but
- B. before
- C. so

8. What is the leader of a city or town called?

9. What are some of a mayor's responsibilities?

10. The title of this passage is "Important People." Are the people described in it important? Explain why or why not, using evidence from the passage.

Bread Baking Now and Then

by ReadWorks



Did you know that bread is one of the earliest human inventions? Bread is a food made of flour and water. Other ingredients and shape can vary. Scientists have learned that humans have been eating bread in some form or another for 30,000 years.

Ancient Egyptians ate a lot of bread. In fact, because they had no potatoes or rice, bread was the most important carbohydrate source in the ancient Egyptian's diet.

Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to irrigate their fields. Egyptian farmers paid a portion of their grain harvest to the Egyptian treasury.

Archaeologists have discovered illustrations of bakeries and loaves of bread in ancient Egyptian burial sites. Professional bakers and home-bakers used the same production techniques. Home-bakers, usually women, baked only the bread they would need for that day.

Egyptians used a grain from emmer wheat for their bread. The grain was ground by hand on a millstone. This process cracked and crushed the grain into coarse flour. The flour was mixed with water and sometimes a little old dough. It was placed in a pot and baked in a clay oven.

This Egyptian bread was a flatbread. Indian naan and Middle Eastern pita are two examples

of flatbreads eaten today. At the end of the ancient Egyptian period, however, around 300 B.C., Egyptian bakers added to their bread an important ingredient: yeast. Yeast is a microscopic fungus. It makes bread rise.

Today bread production is more complicated. Yes, you can still bake your own bread at home with store-bought flour and yeast. You can also buy bread made at small bakeries. But the fluffy bread you see in grocery stores in the United States today is made in large commercial facilities. These commercial facilities, or plants, have business contracts to bake many different bread brands.

Most breads today are made using four basic ingredients: flour, yeast, salt, and water. Farmers across the United States grow wheat in large quantities. Half of the wheat produced is used in the United States. The other half is exported to other countries.

Grain is processed into flour by companies which then sell the flour to commercial bakeries. These bakeries produce the dough and bake the bread, then package it and arrange for its distribution to stores.

Name: _____ Date: _____

1. What have people been doing for 30,000 years?

- A. growing wheat
- B. planting crops
- C. eating bread
- D. using yeast

2. The sequence of bread-baking by the ancient Egyptians is described in the passage. When ancient Egyptians first baked bread, what happened before the flour was mixed with water?

- A. A little bit of old dough was mixed in with the new dough.
- B. The grain was ground by hand on a millstone.
- C. The dough was placed in a pot and baked in a clay oven.
- D. Home bakers baked the bread they would need for the day.

3. Bread was the most important source of carbohydrates for ancient Egyptians because they did not have rice or potatoes. What conclusion does this evidence support?

- A. Ancient Egyptians did not borrow foods from other cultures.
- B. Ancient Egyptians had access to an endless variety of foods.
- C. Ancient Egyptians did not know how to grow rice and potatoes.
- D. Ancient Egyptians had limited dietary resources.

4. What kind of climate did ancient Egypt have?

- A. dry
- B. tropical
- C. wet
- D. cold

5. What is this passage mostly about?

- A. why ancient Egyptians used emmer wheat
- B. different types of flatbreads
- C. the development of bread baking
- D. wheat production in the United States

6. Read the following sentences: "Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to **irrigate** their fields."

What does the word "**irrigate**" mean?

- A. dry something out
- B. supply with water
- C. plant seeds in earth
- D. make rows in the ground

7. Choose the answer that best completes the sentence below.

Most breads today are made from four main ingredients, _____, flour, water, salt, and yeast.

- A. thus
- B. also
- C. ultimately
- D. namely

8. What is yeast, and what does it do?

9. Describe the sequence by which grain ends up as bread in a store.

10. How has bread baking changed over time? Support your answer using information from the passage.

3rd Grade ELA

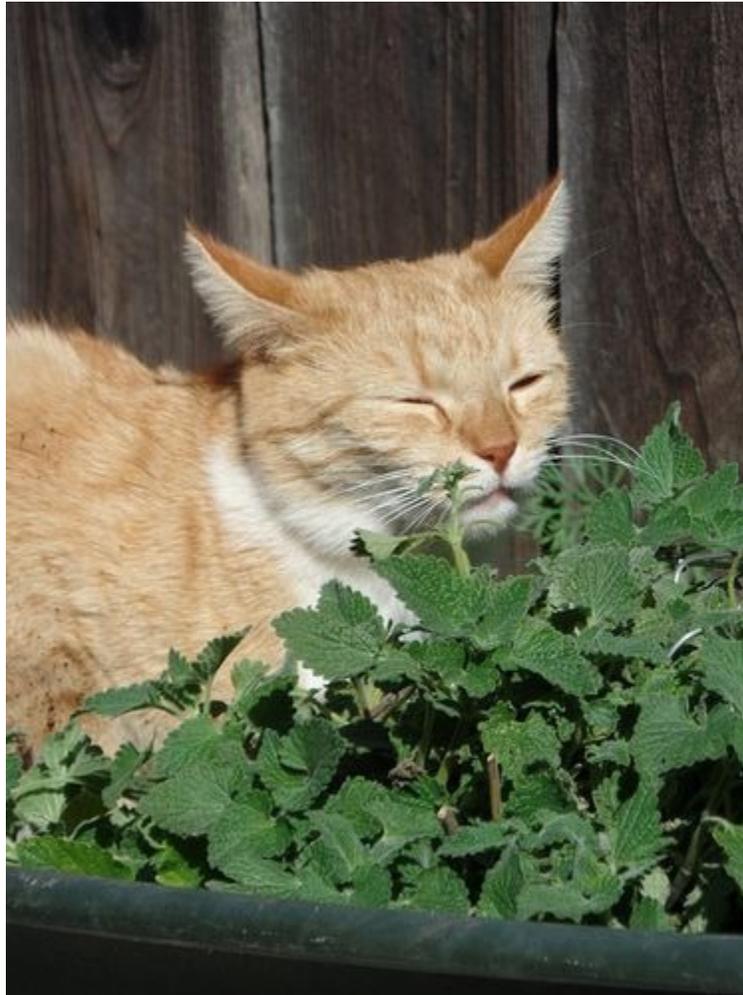
Week 2 Overview

April 20th – 24th

The student will identify and explain the point of view of a grade level passage, using text evidence to explain POV.

Day	To Do
Monday	<input type="checkbox"/> Readworks: Cat Treat Stops Mosquitos and questions <input type="checkbox"/> Read 20 minutes
Tuesday	<input type="checkbox"/> Writing Prompt <input type="checkbox"/> Read 20 minutes
Wednesday	<input type="checkbox"/> Readworks: Game On and questions <input type="checkbox"/> Read 20 minutes
Thursday	<input type="checkbox"/> Writing Prompt <input type="checkbox"/> Read 20 minutes
Friday	<input type="checkbox"/> Readworks: Be a Safe Sport and questions <input type="checkbox"/> Read 20 minutes

Cat Treat Stops Mosquitoes



catnip

You might already know that cats love catnip. But did you know that mosquitoes hate this cat treat? Catnip is a plant that is used in teas and pet toys. Catnip strongly attracts cats. Now scientists have learned that catnip drives mosquitoes away.

Scientists coated one end of a clear tube with catnip. Then they put 100 mosquitoes into the tube. After ten minutes, 80 of the mosquitoes had flown to the uncoated end of the tube.

Scientists say that catnip contains oil that is stronger at fighting mosquitoes than some chemicals in bug sprays. But now the question is, will you become a cat magnet if you use it?

Name: _____ Date: _____

1. This passage shows that the author

- A. does not like catnip.
- B. likes using catnip as a bug repellent.
- C. loves cats.
- D. does not like cats.

2. The author

- A. agrees with the mosquitoes.
- B. agrees with the cats.
- C. agrees with the scientists.
- D. disagrees with the scientists.

3. This passage is

- A. fiction.
- B. an interview.
- C. directions for a science experiment.
- D. non fiction.

4. At the end of the passage the author writes, "will you become a cat magnet if you use it?" The author probably thinks that if you use catnip,

- A. you might attract cats.
- B. you will repel cats.
- C. you will definitely attract cats.
- D. you will harm cats.

5. Scientists now know that catnip drives mosquitoes away more than bug sprays. What do you think will be done with this information?

Game On



World Almanac for Kids

Tennis is one of the sports athletes will compete in.

Whap! Fourteen-year-old Steven Shin from Cleveland, Ohio, hits a tennis ball over the net. He has been playing in tennis tournaments since the age of 8. This July [2005], he plans to compete for a medal in the International Children's Games, also known as the Children's **Olympics**.

"Whenever you watch the real Olympics on TV, you root for your country," Steven told *Weekly Reader*. "I have a firsthand opportunity **to represent** the U.S.A. Instead of watching the games, I actually get to be the athlete this time."

About 1,500 athletes, ages 12 to 15, from nearly 50 countries will take part in the competition. This year [2005], it is being **hosted** by, or held in, Coventry, England. From July 6 through 11, athletes will compete in tennis, soccer, track and field, swimming, and table tennis.

Peace and Friendship

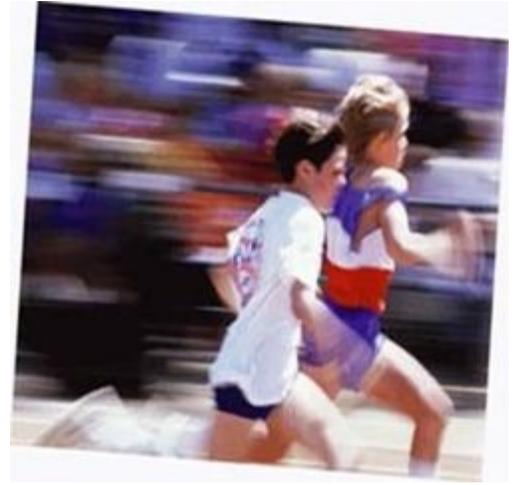
During their stay, the young athletes will live in an Olympic-style athletes' village. There, they will have the chance to learn more about one another and make new friends. "There will be differences, but I'm sure there are going to be a lot of things that we have in common," said Steven.

The International Children's Games were first held in 1968 as a way to **promote**, or help develop, peace and friendship through sports. Since that time, more than 27,000 kids from around the world have participated.

Did You Know?

The International Children's Games are modeled after the Olympics. The Olympic Games have a long history:

- The first Olympic Games were held more than 2,700 years ago in Olympia, Greece. The Games included just one event—a 200-yard race.
- The first modern Olympics took place in Athens, Greece, in 1896. More than 300 athletes from 13 countries competed in nine sports.
- The Winter Olympics began in 1924. Like the Summer Olympics, they are held every four years.



World Almanac for Kids

The 100-meter race is one event at the Children's Games.

Name: _____ Date: _____

1. The author probably feels that Steven Shin
 - A. is a good example of a child athlete.
 - B. is better at playing tennis than the author.
 - C. may have a difficult time traveling.
 - D. is not going to win an Olympic medal.

2. The author seems to
 - A. be participating in the swimming competition.
 - B. support the Children's Olympics.
 - C. be against the Children's Olympics.
 - D. be participating in the tennis competition.

3. According to this passage, when watching the Olympics,
 - A. we do not know whom the author will root for.
 - B. the author will root for teams from the United States.
 - C. the author will root for teams from Germany.
 - D. the author will root for teams from England.

4. _____ have had at least 9 events.
 - A. Modern Olympics
 - B. Neither
 - C. Both
 - D. The first Olympics

5. Why is "*whap*," in the first paragraph written in italics?

Be a Safe Sport!

The clock shows five seconds left in the game. Your team is losing by just one goal. You want to take the ball and score a goal. But you are cheering from the sidelines because you injured your leg. According to doctors, however, many sports injuries can be prevented.

Be a Safe Sport!

Each year, about 20 million kids play sports during and after school. Unfortunately, about 5 million of those kids suffer some kind of injury while playing. To help children play sports safely, the National Youth Sports Safety Foundation (NYSSF) has named April National Youth Sports Safety Month.

During April, the foundation plans to teach kids about sports safety. The foundation's message is that most sports injuries can be prevented.

How to Be a Safe Sport

According to the NYSSF, you can do a few things to keep from getting a sports injury:

- Do warm-up stretches before and after playing any sport. Stretching helps loosen tight muscles and tissues.
- Do not play when you are in pain. Pain is a sure sign of an injury!
- Use proper sports safety equipment, such as helmets, elbow pads, kneepads, safety glasses, wrist guards, shin guards, and mouth guards.

The NYSSF says that playing sports and exercising help kids stay healthy and make friends. But no matter which sport you play, always remember to have fun!

Name: _____ Date: _____

1. In the first paragraph the author sounds

- A. disappointed because the athlete wants to play.
- B. extremely upset that the athlete became injured.
- C. happy that the athlete with the injury is not playing.
- D. happy that the coach will not let the athlete play with the injury.

2. The list under "How To Be a Safe Sport" shows that the author is

- A. trying to confuse the reader about the NYSSF.
- B. careful to point out sports safety.
- C. not very interested in sports safety.
- D. trying to sell sporting goods.

3. Using safety equipment is a good idea because

- A. it protects the athlete's body.
- B. it covers areas of the body that are more likely to get damaged.
- C. the force of a fall or impact would be absorbed by the equipment rather than the body.
- D. all of the above.

4. Which of the following is an opinion?

- A. 5 million kids are injured while playing sports.
- B. The NYSSF wants there to be less injuries.
- C. 20 million kids play sports.
- D. Too many kids are injured while playing sports.

5. Does the author agree with the NYSSF? Explain.

3rd Grade ELA

Week 3 Overview

April 27th – May 1st

The student will identify and explain the main idea of a grade level passage, using key details to support the main idea.

Day	To Do
Monday	<input type="checkbox"/> Readworks: Leading Lady and questions <input type="checkbox"/> Read 20 minutes
Tuesday	<input type="checkbox"/> Writing Prompt <input type="checkbox"/> Read 20 minutes
Wednesday	<input type="checkbox"/> Readworks: Saving Hawaiian Monk Seals and questions <input type="checkbox"/> Read 20 minutes
Thursday	<input type="checkbox"/> Writing Prompt <input type="checkbox"/> Read 20 minutes
Friday	<input type="checkbox"/> Readworks: Explore Our Solar System and questions <input type="checkbox"/> Read 20 minutes

Leading Lady



Nancy Pelosi

The past years have been busy for Democrat Nancy Pelosi. In January [2007], she became the first female Speaker of the House of Representatives. The House and the Senate are the two chambers that make up the **U.S. Congress**. That branch of government makes the country's laws. "This is a historic moment for the Congress and for the women of this country," said Pelosi.

Pelosi has said that she wants to be judged by her abilities, not by her gender. "Becoming the first woman Speaker will send a message to young girls and women across the country that anything is possible for them," she added. Pelosi leads the 435 members of the House. She is third in line for the presidency, after the vice president.

Name: _____ Date: _____

1. The main idea of this passage is

- A. More women are getting involved in politics.
- B. Nancy Pelosi recently became the first female Speaker of the House.
- C. Nancy Pelosi is a Democrat.
- D. It is important to be judged by one's abilities, not by one's gender.

2. The following statement does not support the main idea:

- A. Having a female Speaker of the House sends a positive message to women and girls.
- B. Pelosi is third in line for the presidency.
- C. The U.S. Congress makes up the country's laws.
- D. Nancy Pelosi's becoming the first female Speaker of the House is a historic moment for Congress.

3. The Congress is made up of

- A. the Senate and the Presidency.
- B. the Supreme Court and the House of Representatives.
- C. the Senate and the Supreme Court.
- D. the House of Representatives and the Senate.

4. Pelosi leads the

- A. Senate.
- B. House of Representatives.
- C. Supreme Court.
- D. President.

5. What other details could you add to this passage that would support the main idea?

Saving Hawaiian Monk Seals

Marine animal experts are on a mission. They want to save Hawaiian monk seals from becoming **extinct**. Extinct means "no longer existing."



Alfonso Romero / sxc.hu

A Monk Seal

Today, about 1,100 seals live near the Northwestern Hawaiian Islands. Experts fear that the population will drop in the next five years. "The clock is ticking," says scientist Jen Palmer.

Experts worry that the seals are not getting enough food. Many of the pups are thin and are not living past their first few years. Scientists are trying to figure out why.

Other scientists are monitoring the monk seals' habitat for pollution. A **habitat** is a place in nature where an animal or a plant lives. "Every person takes a very tiny bit of the puzzle, and you hope at some point you...put it all together and it makes a pretty clear picture," says scientist Charles Littnan.

Name: _____ Date: _____

1. What is the main idea of this passage?

- A. Scientists are trying to learn about what the monk seal eats.
- B. Scientists are trying to find out what is causing the drop in the monk seal population.
- C. Scientists are trying to end pollution in the waters around Hawaii.
- D. Scientists are urging people to be more aware of the pollution they create.

2. Which is not a detail from this passage?

- A. The monk seal population is expected to drop in the next 5 years.
- B. Eleven hundred monk seals live near Hawaii.
- C. Monk seals eat a lot of fish and octopus.
- D. Many seal pups are not surviving until adulthood.

3. Jen Palmer said, "The clock is ticking." What does that mean?

- A. Palmer is worried that we are running out of time to save the monk seal.
- B. Palmer thinks that the monk seal is waiting for a good time to change their habitats.
- C. Palmer is timing how long it takes for a habitat to become polluted.
- D. Palmer is timing how long it takes for a monk seal to catch its food.

4. The author included a quote from Charles Littnan, because

- A. the author wanted the readers to know how the scientists are working together.
- B. the author wanted to include scientific data from Littnan.
- C. the author wanted to include a scientist's perspective on the working conditions in Hawaii.
- D. all of the above.

5. Choose one detail from the passage and describe how that detail supports the main idea.

Explore Our Solar System

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune!

Eight planets **orbit**, or revolve around, the sun. The planets and the sun are parts of our solar system.



NASA

Which planet is shown here?

The **sun** is a star. It is a giant ball of hot gas.



NASA

Mercury is the closest planet to the sun. It has mountains, cliffs, and plains.

Venus is the hottest planet. It can reach up to 850 degrees. That is hot enough to melt a rocket ship!

Earth is the planet pictured on the cover. It is our home. It is the only planet that has the oxygen and water that people, animals, and plants need to live.

Mars is a cold planet. It is sometimes called the Red Planet because it has reddish soil.

Jupiter is the largest planet. It is made of thick gases. If you tried to land a rocket ship, you would sink into the planet!

Saturn is the second-largest planet. Like Jupiter, it is made mostly of gases. Its rings are made up of rock, ice, and dust.

Uranus is cold and windy. It was the first planet to be discovered with a telescope, in 1781.

Neptune is called the Blue Planet. It is the coldest planet because it is farthest from the sun.

Stay Smart!

Ring Around the Planets

Jupiter, Saturn, Uranus, and Neptune are gas planets. They all have rings. Only Saturn's rings are thick enough to be seen easily from Earth.

- To remember the order and names of the planets, repeat this silly sentence: My very excellent mother just served us nachos.

Name: _____ Date: _____

1. What is the main idea of this passage?

- A. Some of the eight planets in our solar system do not have rings.
- B. Eight different planets and the sun are part of our solar system.
- C. Earth is the only planet in our solar system that has oxygen and water.
- D. All of the gas planets in our solar system have rings.

2. Which of the following details best supports the main idea of the passage?

- A. Eight planets orbit, or move around, the sun in our solar system.
- B. Saturn is the only planet which has rings that are thick enough to be seen easily from Earth.
- C. The order and names of the planets can be remembered by repeating a silly sentence.
- D. Eight hundred fifty degrees is hot enough to melt a rocket ship.

3. Which planets are gas planets?

- A. Mercury, Saturn, Earth and Neptune
- B. Jupiter, Venus, Uranus and Mars
- C. Jupiter, Saturn, Uranus, and Neptune
- D. Mercury, Venus, Earth, and Mars

4. Which of the following details best supports the main idea of the passage?

- A. The eight planets in our solar system have different characteristics.
- B. Neptune is the coldest planet because it is farthest from the sun.
- C. Four planets in our solar system do not have rings.
- D. Uranus is the first planet to be discovered with a telescope.

5. Planets in our solar system have similarities. Use information from the passage to support this statement.
