

Dear Parents,

FSA is coming up! And the third grade students have been working so hard and diligently to get themselves prepared! We are so proud of the students!

Over Spring Break the students will have a reading FSA practice study packet. It will be practicing and reviewing all reading concepts learned this year in third grade. It is a great review for the reading FSA that will be coming up on Tuesday March 28th and Wednesday March 29th.

If the packet is complete by Tuesday March 22nd then the students who have completed it will have a special treat on Friday April 28th! The students who complete the FSA reading packet over spring break will be invited to a lunch off campus at Largo Park. The students will leave school around 12:00 and return back to school around 1:30. The students will enjoy lunch and have recess at beautiful Largo Park!

We are so appreciative of the amazing students that we have this year! Our students work hard, respect their learning and are motivated to learn! At the end of the FSA prep test taking unit, we will reward our students with a party and treats to come after the FSA. All their hard work and efforts are paying off! We see growth and maturity in our students learning every day.

Thank you for all you do. ☺

Sincerely,

Ms. Perdisatt and Mrs. Nar

FSA English Language Arts Dates: March 28th and March 29th

FSA Math Dates: April 12th and April 13th

Reading Websites:	Math Websites:
www.floridastudents.org (Videos and practice for reading and math!!)	www.Xtramath.com
www.mobymax.com (Math also)	www.tenmarks.com
www.pearsonrealize.com (Math also)	www.prodigymath.com
I-Station App!	

2016/2017 Springbreak Work

Ready® PARCC Performance-Based Assessment Practice, ELA, Grade 3 Answer Form

Name _____

Teacher _____

Grade _____

School _____

City _____

State _____

Part A

- 1A. A B C D
- 1B. A B C D
- 2A. A B C D
- 2B. A B C D E F
- 3. See page 5.
- 4. A B C D E F
- 5A. A B C D
- 5B. A B C D
- 6. See page 9.
- 7. See page 10.

Part B

- Session 1**
- 8A. A B C D
 - 8B. A B C D E
 - 9A. A B C D
 - 9B. A B C D E
 - 10. See page 14.
- Session 2**
- 11A. A B C D
 - 11B. A B C D E
 - 12A. A B C D
 - 12B. A B C D
 - 13. See page 18.
 - 14. See page 19.

Part C

- 15A. A B C D
- 15B. A B C D
- 16A. A B C D
- 16B. A B C D
- 17A. A B C D
- 17B. A B C D
- 18. See page 24.
- 19A. A B C D
- 19B. A B C D
- 20. See page 26.

Cut along the dotted line.

★ Please record your answers on the pages and on this sheet ☺ (except the grammar pages at the end)

★ Suggested Schedule ★

Monday - "Last One Out"

Tuesday - "Scaredy Cat and Smarty Pants"

Wed - "Our History with Horses" ↓ "Animals with Important Jobs"

Thursday - "The Wolf and the Dog"

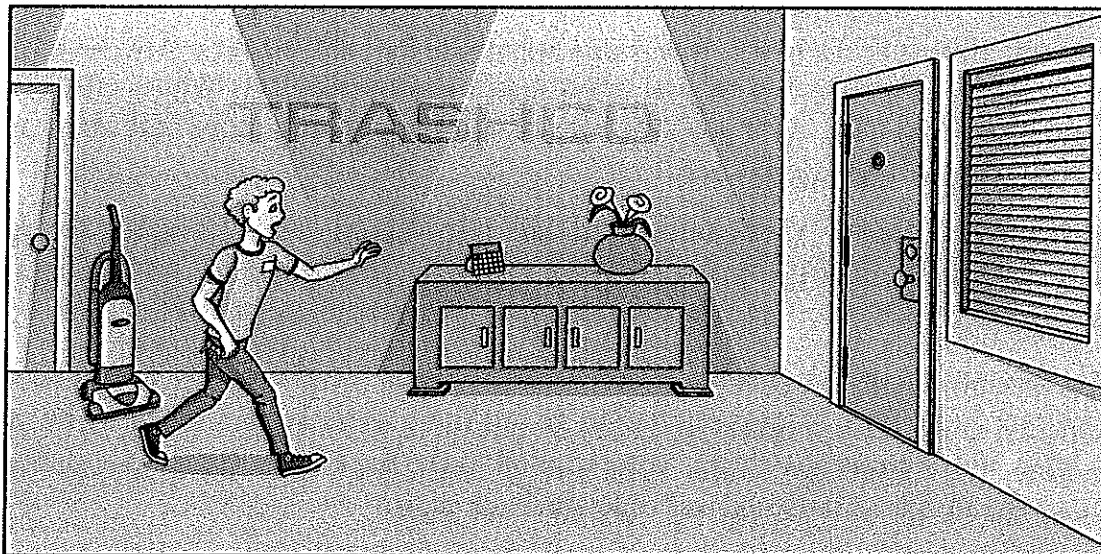
Friday/Sat/Sun - Grammar

★ Use UNRAVEL ★

Read the story. Then answer the questions that follow.

Last One Out

by Louise Driscoll



1 “Good night, Vince! Have a great weekend,” Roberta Mack called cheerily. Hers was the last voice to say good night from the dim lobby of the office building. But her nephew Vince didn’t hear her because he was listening to music through headphones. As he did so, he pushed the vacuum cleaner across the carpet, watching the lines form. Each push made two little lines on the floor. In between the lines, the carpet was a little brighter. Vince made his way from one end of the room to the other. It was important to him to have fun at work, and so he stepped back and forth, dancing with the loud machine. His giant ring of keys dangled from a loop on his belt. They made a sound like sleigh bells, but it was faint under the sound of the music and the vacuum.

2 Finally, he reached the other side of the lobby from where he had started. He turned off his music, flicked the power button on the vacuum cleaner, and stood back to admire his work. “Looks good, don’t you think?” he called out. No one answered. Vince looked around. “Huh. Roberta must have left already,” he noted. Roberta wasn’t just Vince’s aunt. She was also the head of Trashco, the company Vince worked for. They made the best garbage containers around. Not even the smartest raccoon in the world could get into a Trashco can. Vince was proud of his aunt, and he was proud to clean the Trashco building every day.

Go On

3 Vince wound the vacuum's cord around its handle and wheeled it to the supply closet. As he shut the closet door and reached for his keys to lock it, he heard a sound. His hand froze on his belt. *What was that?* he thought. *It's coming from the back door!* It sounded like someone was outside the building, trying to get in.

4 Vince kept his hand on his keys to keep them from jingling. He tiptoed a few steps away from the closet. He craned his neck, pointing his ear at the source of the sound. *There it goes again!* Now he was starting to get really scared. Could it be a burglar? Or maybe a spy from another company, here to steal Trashco's secrets? Vince couldn't let that happen.

5 This wasn't the first time Vince had been alone in the building after dark. In fact, he was the last one out almost every night. It was one reason he had all the keys. And he had never felt scared in the building before. But he had never heard sounds like that before, either. His imagination was going wild. And now, the sounds were happening more and more often. *Clatter, clank, bang.* What could it be?

6 "Think, brain, think," Vince said aloud. His mind raced. *I haven't locked the doors yet. Why would someone be making that much noise trying to get in when it's not even locked? That doesn't make sense.*

7 This thought made Vince feel a little bit better. What burglar or spy would be stopped by an unlocked door? Still, something had to be out there to make that noise, so he only relaxed a little. The sounds got louder as he walked to the back door. He quietly pulled the cord to open the blinds and peered out onto the back patio.

8 What he saw made him throw his head back with laughter. "No wonder there was so much noise!" he said to the empty room. His voice startled the noisemaker outside, who turned to look at him with shiny eyes. It was a fat raccoon. The raccoon was sitting on top of a Trashco trash can, trying to open it with all its might. But the trash was still safely inside the can. "You've been trying to get into our trash, eh?" Vince said. "Well, good luck with that!"

9 Chuckling, Vince pulled out his keys and locked the back door. He walked back to the supply closet and locked it, too, shaking his head. "And I thought it might be a spy," he teased himself. Whistling, he grabbed his coat and hat and headed out the front door, locking it behind him.

1 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which word is closest in meaning to the word “admire” as it is used in the story?

- A enjoy
- B finish
- C redo
- D leave

Part B

Which sentence from the story **best** supports the answer to Part A?

- A “As he did so, he pushed the vacuum cleaner across the carpet, watching the lines form.”
- B “‘Looks good, don’t you think?’ he called out.”
- C “‘Huh. Roberta must have left already,’ he noted.”
- D “Vince was proud of his aunt, and he was proud to clean the Trashco building every day.”

Go On

2

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which choice **best** explains how the picture adds to the story?

- A by showing where Vince works
- B by showing what causes the noise
- C by showing that Vince is nervous
- D by showing what Vince looks like

Part B

Which two sentences from the story **best** support the answer to Part A?

- A "But her nephew Vince didn't hear her because he was listening to music through headphones."
- B "Vince was proud of his aunt, and he was proud to clean the Trashco building every day."
- C "Now he was starting to get really scared."
- D "What burglar or spy would be stopped by an unlocked door?"
- E "He quietly pulled the cord to open the blinds and peered out onto the back patio."
- F "Chuckling, Vince pulled out his keys and locked the back door."

3

Choose three details from the list that help you understand the main character of this story. Write the details in the empty spaces in the table below.

Hers was the last voice to say good night from the dim lobby of the office building.

It was important to him to have fun at work, and so he stepped back and forth, dancing with the loud machine.

Not even the smartest raccoon in the world could get into a Trashco can.

Vince was proud of his aunt, and he was proud to clean the Trashco building every day.

Or maybe a spy from another company, here to steal Trashco's secrets?

His imagination was going wild.

What burglar or spy would be stopped by an unlocked door?

Chuckling, Vince pulled out his keys and locked the back door.

Character Details	
1.	
2.	
3.	

Go On

Read the poem. Then answer the questions that follow.

Scaredy-Cat and Smarty-Pants

by Marcus Kadan

- It's dark and I'm lying alone in my bed
As visions of monsters dance in my head.
Smarty-Pants knows that they're not really here,
But Scaredy-Cat trembles and shivers with fear.
- 5 Smarty-Pants thinks I should just use my brain.
"You know that's plain silly" is his steady refrain.
But Scaredy-Cat knows that brains make mistakes,
So his lips start to quiver, his whole body shakes.
- 10 When I listen to Scaredy-Cat, then I can see
The creature that surely is coming for me.
It's sneaking up, and I'm sure it is close—
It's probably striking a frightening pose.
- 15 But when Smarty-Pants gets the better of me,
My night goes much better, I feel much more free
To close my eyes calmly, and picture nice stuff
As I bury my face in my pillow's warm fluff.
- 20 Let me tell you a secret, explain what I find,
That Scaredy and Smarty are all in my mind.
I made them both up, and they help me decide
To think things through well, not let fear be my guide.

4

Read these lines from the poem.

But Scaredy-Cat knows that brains make mistakes,
So his lips start to quiver, his whole body shakes.

Which three words from the poem mean about the same as the word "quiver"?

- A knows
- B trembles
- C shivers
- D uses
- E moves
- F listens

Go On

5

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

How are the ideas in the final stanza important to the lesson of the poem?

- A** They show that the speaker thinks being smart is better than being afraid.
- B** They give the ways the speaker has learned that fear keeps him safe.
- C** They tell the speaker's idea that pretending is more fun than sleeping.
- D** They make the speaker seem braver than he actually is.

Part B

Which line from the stanza gives the **best** support for the answer in Part A?

- A** "Let me tell you a secret, explain what I find,"
- B** "That Scaredy and Smarty are all in my mind."
- C** "I made them both up, and they help me decide"
- D** "To think things through well, not let fear be my guide."

6

Choose two words from the list that describe each of the speaker's imaginary friends. Write all four words in the empty boxes in the table below.

- fearful
- brave
- active
- shy
- bold
- sad
- angry
- worried

Scaredy-Cat	Smarty-Pants

Go On

Session 1

Read the article. Then answer the questions that follow.

Our History With Horses

by Hugo Snowe

1 For thousands of years, horses were a huge part of our everyday lives. They did much of the work that machines do today. They carried soldiers into battle, pulled wagons full of goods, and helped riders deliver messages. Many people think horses have done more to shape human history than any other animal.

From Wild to Tame

2 Before there were tame horses, people hunted wild horses for their meat and skins. They used the skins to make clothes, tools, and shelter. About five or six thousand years ago, people began taming horses. The first tame horses were most likely raised as food. Then people started using horses to pull carts and to carry things. Early horses weren't big or strong enough to carry a person. People used horses as work animals for around a thousand years before they started riding them.

3 Tame horses changed the world for humans. They changed the way we fought wars and the way we lived in times of peace. Horses were a great benefit during battle. In ancient times, they pulled soldiers in chariots¹. Soldiers in chariots were faster and more powerful than soldiers on foot. Later, soldiers also fought on horseback. Horses aided armies in other ways, too. With horses, armies could travel more quickly from one city to the next. Armies also used horses to carry food and supplies.

Going New Places

4 Over a long time, people raised horses to have different qualities. Some were raised for speed. Others were raised to pull heavy loads. Horses raised to pull heavy loads were large and strong. They could haul carts of goods over long distances. Harvests could now be brought from the country to faraway cities. Horses also pulled goods from cities to country villages. Trade and wealth grew in places that had once been cut off from the rest of the world.

¹ **chariot:** a horse-drawn carriage with two wheels used in ancient battles and races

Go On

5 Horses opened up the world for people in other ways as well. Because people were able to travel farther, they learned about new ideas and ways of life. For a long time, horses were also the quickest way for people to travel over land. They allowed people to send messages faster than ever before.

Horse Relays

6 Around four thousand years ago, people began setting up systems known as horse relays. Horses are fast runners. But they can't run at full speed over long distances. Horse relays helped solve this problem. Riders carrying messages would regularly change horses or hand off their messages to new riders. That way, they could keep moving at top speed.

7 Much later, the Pony Express in the United States used the same system. Before the Pony Express, it took about twenty-five days to get a letter from coast to coast. In 1860, the Pony Express cut that time in more than half. Riders passed bags of mail from horse to horse at relay stations. They rode around 100 miles at a time and changed horses every ten to fifteen miles. It is said that some riders sounded a horn as they drew near each station. They wanted a new horse to be ready for them the second they arrived!

More Jobs for Horses

8 People also used horses to do other jobs they either couldn't do themselves or couldn't do as well themselves. On farms and in fields and forests, horses plowed land and cleared trees. They powered machines for pumping water and lifting coal. In the 1800s, people in Europe and North America began moving to cities in large numbers. Horses did, too. And they were at the center of city life.

9 Many goods arrived in cities by boat or train. Horses hauled them through busy streets to stores and warehouses. Horses also pulled garbage carts, milk wagons, and streetcars. Horse-drawn streetcars were like our buses and subways today. They carried people from one end of a city to another.

10 Another important job horses had was to pull steam-powered fire engines. Earlier fire engines were small. Firefighters dragged them to a fire themselves and pumped the water by hand. Steam engines pumped water much faster, but they weighed several tons. So firefighters turned to horses, who became firefighting heroes.

Horses Today

11 In the early 1900s, the horse's role in our daily lives started to change. Machines began doing work that horses had done before. Tractors pulled plows. Cars and trucks moved people and goods from place to place. Horses no longer fought fires or delivered mail.

12 Today there are around 60 million horses in the world. We keep horses as pets and ride them for fun. They help us play certain sports and still do some jobs, such as help ranchers herd cattle. Even though we don't depend on horses as we once did, they remain important to lots of people. Our long history with these amazing animals continues.

- 8** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read this sentence from the passage.

Horses aided armies in other ways, too.

What does the word “aided” mean as it is used in this sentence?

- A pulled
- B helped
- C carried
- D scared

Part B

Which two phrases from the passage **best** help the reader understand the meaning of “aided”?

- A “began taming horses”
- B “the way we lived in times of peace”
- C “soldiers also fought on horseback”
- D “could travel more quickly”
- E “depend on horses”

Go On

9 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which section tells about how horses were used within cities?

- A "From Wild to Tame"
- B "Going New Places"
- C "More Jobs for Horses"
- D "Horses Today"

Part B

Select the detail from the passage that **best** shows how horses were used within cities.

- A "Tame horses changed the world for humans."
- B "Horses also pulled goods from cities to country villages."
- C "On farms and in fields and forests, horses plowed land and cleared trees."
- D "Horses also pulled garbage carts, milk wagons, and streetcars."
- E "Cars and trucks moved people and goods from place to place."

10 Draw a line to match each cause on the left with its effect on the right.

Cause

Effect

Horses grew bigger and stronger.

Horses stopped doing as many jobs for people.

Machines began doing the work of horses.

People could send messages faster than ever.

Horse relays were invented.

People started riding horses.

Session 2

Read the article. Then answer the questions that follow.

Animals With Important Jobs

by Yolanda Saunders

1 If you don't have a pet of your own, you probably know someone who does. People all over the world live with pets such as cats, dogs, and birds. But some people live with animals who are more than pets. They are service animals with important jobs to do.

2 Most service animals are dogs. Guide dogs help people who can't see move safely from place to place. Hearing dogs help people who can't hear. They alert them to sounds such as alarm clocks and doorbells. The dogs touch their human partners with a paw and then lead them to the sound.

3 Some people who can't see use guide horses instead of guide dogs. Guide horses are small horses called miniature horses. They are about the size of a large dog. Miniature horses make good guide animals for many reasons. They have excellent memories and stay calm in stressful situations. They offer another choice for blind people who are allergic to dogs. They can also live and work for around thirty to forty years. Most guide dogs work around eight to twelve years.

4 Monkeys known as "helper monkeys" are another kind of service animal. Helper monkeys help people who are unable to move their arms and legs. They perform everyday tasks such as switching on lights, turning pages, and bringing food and water. They can even use remote controls and microwave ovens. Monkeys make good helpers because they are very smart and can learn to do all sorts of jobs. They also have hands like people, so they can do jobs that dogs can't.

5 Dogs, horses, monkeys, and other service animals train for a long time. They go to special schools that teach them how to do their jobs. And as they do their jobs, something more happens. They and their human partners often become great friends.

Go On

11 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word “train” mean as it is used in paragraph 5 of the passage?

- A practice
- B teach
- C follow
- D travel

Part B

Which words from the passage **best** help the reader understand the meaning of “train”?

- A “for a long time”
- B “schools that teach them”
- C “as they do their jobs”
- D “something more happens”
- E “often become great friends”

12 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why might someone choose a guide horse over a guide dog?

- A Guide horses are larger than guide dogs.
- B Guide horses are better behaved than guide dogs.
- C Guide horses live longer than guide dogs.
- D Guide horses perform more everyday tasks than guide dogs.

Part B

Which gives another reason someone might choose a guide horse?

- A "Guide horses are small horses called miniature horses."
- B "They offer another choice for blind people who are allergic . . ."
- C ". . . they are very smart and can learn to do all sorts of jobs."
- D ". . . other service animals train for a long time."

Go On

13 The following question has three parts. First, answer Part A. Then, answer Part B. Then, answer Part C.

Part A

Put an "X" by one of the ideas in the list below.

_____ Service animals do different jobs for people.

_____ Dogs make good guide animals.

_____ Helper monkeys can learn to do many kinds of jobs.

Part B

Find a sentence in the passage with details that support the idea you chose in Part A. Write that sentence on the lines below.

Part C

Find another sentence in the passage with details that support the idea you chose in Part A. Write that sentence on the lines below.

Read the story. Then answer the questions that follow.

The Wolf and the Dog

by Evelyn Cunningham (adapted from an Aesop fable)

1 Long ago, there lived a very hungry wolf. He had hardly eaten anything for days. His stomach wouldn't stop growling, and he was little more than skin and bones.

2 One day, the wolf was hunting for food when he spotted a dog at the edge of the woods. He noticed how well fed and strong the dog looked. *How lucky he is!* thought the wolf.

3 The wolf wandered over to where the dog was sniffing something in the grass. He was curious about the dog's life. "Hello, Cousin Dog!" he said. "I couldn't help noticing how healthy and well fed you are. As you can see by looking at me, it's not easy finding food here in the forest."

4 "Hello, Cousin Wolf," said the dog. "It must be terrible having to work so hard just to find food. I've often felt sorry for you wolves and the tough lives you lead. If you lived as I do, you could have your food given to you every day. You would never be hungry again."

5 The wolf tried to imagine such a carefree life. He asked the dog what he would have to do to live like him.

6 "Oh, not much," said the dog. "Bark at strangers to keep the house safe. Help round up the chickens when they get out of their pen. Show affection to the people of the house. In exchange, I get two meals a day, plus snacks of leftover meat scraps and bones. It's really the perfect bargain."

7 "Yes, indeed!" said the wolf, who was filled with visions of joy. "That sounds like a dream come true. I just hope I can find someone to take in a scruffy fellow like myself."

8 "Don't worry," said the dog. "You can come live with my people and share my chores."

9 The wolf couldn't believe his good luck. He was so happy that he leapt with excitement. Then he noticed the back of the dog's neck. There was a strip of skin there where the fur had been worn away. He asked the dog what had happened.

10 "Nothing really," said the dog. "It's just the spot where my collar rubs against my skin. You see, sometimes I must wear a collar so that my chain can be attached."

11 "Your chain?" said the wolf. "You mean you don't get to go wherever you want?" He couldn't bear the thought of being tied up.

12 “Sometimes I can, sometimes I can’t. But who cares? It’s a small price to pay for never having to go without food.”

13 “I care!” said the wolf. “I’d rather have my freedom than all the food in the world.” He said goodbye to the dog and ran off into the woods. And for the first time in his life, he didn’t mind feeling hungry.

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

Part A

Why does the wolf decide to talk to the dog at the beginning of the story?

- A to ask for help
- B to learn more about him
- C to make a new friend
- D to take his food away

Part B

Which words from the story **best** support the answer to Part A?

- A “stomach wouldn’t stop growling”
- B “was little more than skin and bones”
- C “noticed how well fed and strong the dog looked”
- D “was curious about the dog’s life”

Go On

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

Part A

Which statement **best** describes the dog?

- A He is happy with his life.
- B He wishes he could run free like the wolf.
- C He thinks he has to work too hard.
- D He is afraid of the wolf.

Part B

Which sentence from the story **best** supports the answer to Part A?

- A "You would never be hungry again."
- B "It's really the perfect bargain."
- C "You can come live with my people and share my chores."
- D "It's just the spot where my collar rubs against my skin."

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

Part A

What is one lesson the story teaches?

- A** Making new friends can help you solve your problems.
- B** There is no point in wishing for what you can't have.
- C** Don't be too quick to think others' lives are better than your own.
- D** It's hard to make good choices when you are weak and hungry.

Part B

Which sentence from the story **best** supports the answer to Part A?

- A** "He had hardly eaten anything for days."
- B** "I just hope I can find someone to take in a scruffy fellow like myself."
- C** "The wolf couldn't believe his good luck."
- D** "I'd rather have my freedom than all the food in the world."

Go On

Below are four events that happened during the story. The events are not in order from earliest to latest.

- The dog says he gets fed two meals a day.
- The wolf says it's hard for him to find food.
- The dog invites the wolf to live with his people.
- The wolf hopes to find a person to live with.

In the chart below, write the events in order from earliest to latest.

First:
Second:
Third:
Fourth:

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

Part A

Why does the wolf change his mind about wanting to go live with the dog?

- A** He finds out the dog sometimes has to wear a chain.
- B** He sees that the fur on the back of the dog's neck is worn away.
- C** He learns that he would have to do chores in exchange for food.
- D** He realizes that he isn't as hungry as he thought he was.

Part B

Which words from the story **best** support the answer to Part A?

- A** "round up the chickens when they get out of their pen"
- B** "noticed the back of the dog's neck"
- C** "couldn't bear the thought of being tied up"
- D** "didn't mind feeling hungry"

Go On

Subject-Verb Agreement

LESSON 11.11g Ensures subject-verb agreement.

Introduction The **subject** of a sentence tells whom or what the sentence is about. A subject can tell about one or more than one person, place, or thing. The verb in the sentence must **agree** with, or match in number, the subject. The subject can be singular or plural.

Singular	Plural
subject verb Kenji writes poems for a hobby.	subject verb His brothers write songs.

Follow these rules if the subject is a singular noun or the pronoun *he, she, or it*.

Add -s to the end of most verbs.	Tara collect <u>s</u> old trains.
Add -es if the verb ends in <i>ch, sh, ss, or x</i> .	She wash <u>es</u> the trains.
Change <i>y</i> to <i>i</i> before adding -es if the verb ends in a consonant and <i>y</i> .	She tri <u>es</u> to fix them.

Do not add anything to the verb if the subject is a plural noun or the pronoun *I, you, we, or they*.

Sometimes I help Tara, too. The trains always look beautiful.

Guided Practice

Cross out each verb that does not agree with its subject. Write the verb correctly above it.

HINT If a verb ends in a vowel and *y*, just add -s if the subject is singular. Do not add anything if the subject is plural.

Example:

Tina **plays** sports.

We **play**, too.

Many people enjoys hobbies. My friend Simon likes baseball

cards. He keep them in a huge box. My sister Kim watch cartoons.

Then she draws her favorite characters. My grandparents travel

a lot. They saves coins from everywhere. Even our dog finds bones

and bury them in our yard.

Independent Practice

For numbers 1–5, read each sentence. Then choose the correct verb to agree with the subject.

1 My uncle _____ for a hobby.

- A fishs
- B fishies
- C fishes
- D fish

2 He _____ the fish home in a pail.

- A carrys
- B carries
- C carryes
- D carry

3 My sisters _____ to hike.

- A likes
- B likse
- C liks
- D like

4 They _____ for interesting flowers and rocks.

- A searchs
- B searches
- C search
- D searchse

5 Dora _____ the names of many rocks.

- A knows
- B knowes
- C knowz
- D know

Introduction Most verbs are regular. Regular verbs end in *-ed* when they show that something happened in the past. Some verbs are irregular. **Irregular verbs** change in special ways to show past time.

Present Sometimes I make my own lunch.

Past Yesterday I made a sandwich.

Another way to tell about the past is to use the helping verb *has*, *have*, or *had* with the past form of the main verb. Some irregular verbs change spelling when they are used with *has*, *have*, or *had*.

Present	Past	Past with <i>Has, Have, or Had</i>
begin	began	(has, have, had) begun
come	came	(has, have, had) come
eat	ate	(has, have, had) eaten
go	went	(has, have, had) gone
make	made	(has, have, had) made
see	saw	(has, have, had) seen
run	ran	(has, have, had) run
give	gave	(has, have, had) given

Guided Practice

Circle the form of the verb that correctly completes each sentence.

TIP To know which past form of the verb to use, look for the helping verb *has*, *have*, or *had*. Sometimes the word *not* or another word comes between the helping verb and the main verb.

- I have always _____ each day with a healthy breakfast.
begun began begin
- Yesterday Mom _____ me a bowl of oatmeal with fruit.
given give gave
- My dad has _____ yummy banana bread.
made maked make
- Grandma had not _____ yet, so she had some, too.
eaten eat ate

Independent Practice

For numbers 1–5, read each sentence. Then choose the word that replaces the underlined verb and makes the sentence correct.

1 Mom and I go to the store last week.

- A gone
- B goed
- C went
- D goned

2 We had ran out of healthy snacks.

- A run
- B runned
- C ranned
- D rund

3 At the store, we see a lot of cookies and candy.

- A seen
- B seened
- C sawed
- D saw

4 Mom has never give me snacks like those.

- A gave
- B gaven
- C given
- D gived

5 We come home with carrots and raisins.

- A camed
- B came
- C camen
- D comed

Adding Suffixes

1.AF.5.3.L.1.2a Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

Introduction A **suffix** is a word part added to the end of a base word. Adding a suffix changes the meaning of a word.

base word **suffix**
 walk + ing = walking

Follow these spelling rules when adding suffixes to base words.

When a Suffix Begins with a Vowel	
If the base word ends in a short vowel sound and one consonant, double the consonant.	bat + t + ing = batting jog + g + ed = jogged
If the base word ends in a silent -e, drop the e.	smile - e + ing = smiling safe - e + er = safer
When a Base Word Ends with a Consonant and y	
Change the y to i before adding most suffixes.	happy - y + i + ness = happiness silly - y + i + est = silliest

Guided Practice

Add the suffix shown to each word. Write the new word.

HINT When you add *-ing* to a verb that ends in *y*, do not change the *y* to *i*.

Example:
 try + ing = trying
 fly + ing = flying

- 1 hike + ed _____
- 2 skip + ing _____
- 3 nice + er _____
- 4 hurry + ing _____
- 5 silly + ness _____
- 6 try + ed _____
- 7 dive + ing _____
- 8 funny + est _____

Independent Practice

For numbers 1–5, read each question and choose the correct answer.

1 How would you spell the new word if you added the suffix *-ing* to “spin”?

- A spineing
- B spinning
- C spinning
- D spinneing

2 How would you spell the new word if you added the suffix *-er* to “brave”?

- A braveer
- B bravver
- C bravr
- D braver

3 How would you spell the new word if you added the suffix *-ness* to “heavy”?

- A heavyness
- B heaviness
- C heavyiness
- D heavieness

4 How would you spell the new word if you added the suffix *-ed* to “smile”?

- A smiled
- B smield
- C smild
- D smiled

5 How would you spell the new word if you added the suffix *-est* to “rainy”?

- A rainyest
- B rainyiest
- C rainest
- D rainiest

Possessive Pronouns

LAFS.3.L.1.1g ensure pronoun-antecedent agreement
 LAFS.3.L.1.2b Form and use possessives

Introduction You know that a possessive noun shows ownership. When a pronoun shows ownership, it is called a **possessive pronoun**.

- A possessive pronoun can take the place of a possessive noun.

Her

Lena had the idea for the bake sale. Lena's aunt made bread.

- A possessive pronoun can be singular or plural. It must agree with, or match, the noun it is replacing.

	Possessive Pronouns	Examples
Singular	my, your, his, her, its	Brett and his sister baked cakes.
Plural	your, our, their	The twins and their dad helped.

Guided Practice

Write a possessive pronoun to take the place of the underlined word or words.

HINT The possessive pronoun *their* means "belonging to them." Use it when you want to show that two or more people own or have something.

- 1 Maria's colorful signs : _____ colorful signs
- 2 the tray's handles : _____ handles
- 3 Tim's and Lena's brownies : _____ brownies
- 4 Michael's yummy churros : _____ yummy churros
- 5 Pedro's and my cupcakes : _____ cupcakes
- 6 the bagel that belongs to you : _____ bagel
- 7 the basket that is mine : _____ basket
- 8 the pan that belongs to the two of you : _____ pan

Independent Practice

For numbers 1–5, choose the pronoun that correctly completes the sentence by agreeing with the underlined word or words.

1 Mr. Blanco asked _____ son to set up the food tables.

- A his
- B her
- C our
- D its

2 One table was broken, so Jim fixed _____ wobbly legs.

- A her
- B our
- C its
- D their

3 Mrs. Chin put _____ punch bowl on the table.

- A his
- B her
- C its
- D their

4 Sari and Lil sold _____ tasty cookies right away.

- A her
- B its
- C his
- D their

5 My dad and I were proud of _____ healthy snacks.

- A your
- B our
- C her
- D their

Punctuating Dialogue

LAFS.3.1.1.2a Use commas and quotation marks in dialogue.

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."