

GRADE 3, UNIT 2

Teacher Unit Guide



A Lavinia Literacy Program

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UNIT OVERVIEW

sample





Preparing To Teach

Instructional Displays and Anchor Charts

- “Genre Frames” anchor chart
- “Common Suffixes Review” anchor chart
- “Common Prefixes Review” anchor chart
- “Common Grade 3 Text Features” anchor chart
- “Figurative Language” anchor chart
- “Syllable Division” anchor chart

GENRE FRAMES	
Genre	Frames
Nonfiction	<ul style="list-style-type: none"> • What is the topic? • What is the text teaching me about the topic? • What is the author’s perspective on the topic?
Fiction	<ul style="list-style-type: none"> • Who are the characters, and what have we learned about them? • What is the problem? • What is the solution? • What is the lesson learned?
Poetry	<ul style="list-style-type: none"> • What is the literal meaning? • What is the deeper meaning?

COMMON SUFFIXES REVIEW		
Suffix	Meaning	Sound and Keyword
-s	<ul style="list-style-type: none"> More than one; creates a plural noun. Shows that something is happening now; creates a present-tense verb. 	<ul style="list-style-type: none"> /s/ as in "snake" /z/ as in "webs"
-es	<ul style="list-style-type: none"> More than one; creates a plural noun. Shows that something is happening now; creates a present-tense verb. 	<ul style="list-style-type: none"> /ez/ as in "boxes"
-ed	<ul style="list-style-type: none"> Happened in the past; creates a past-tense verb. 	<ul style="list-style-type: none"> /ed/ as in "folded" /d/ as in "loved" /t/ as in "baked"
-ing	<ul style="list-style-type: none"> Continuing to happen; creates a type of present-tense verb. 	<ul style="list-style-type: none"> /ing/ as in "singing"
-er, -or	<ul style="list-style-type: none"> Creates a noun that tells what something is or someone does. 	<ul style="list-style-type: none"> /er/ as in "runner" /or/ as in "actor"
-ment	<ul style="list-style-type: none"> An outcome or product of an action. 	<ul style="list-style-type: none"> /ment/ as in "pavement"
-ness	<ul style="list-style-type: none"> A way of being or a feeling. 	<ul style="list-style-type: none"> /ness/ as in "sadness"
-ful	<ul style="list-style-type: none"> Having the quality of the base word. 	<ul style="list-style-type: none"> /ful/ as in "joyful"
-less	<ul style="list-style-type: none"> Without the quality of the base word. 	<ul style="list-style-type: none"> /less/ as in "harmless"
-en	<ul style="list-style-type: none"> Having the quality of the base word. Making or causing something to be a certain way. 	<ul style="list-style-type: none"> /en/ as in "flatten"
-able	<ul style="list-style-type: none"> Capable of being or having the ability to. 	<ul style="list-style-type: none"> /able/ as in "readable"
-er	<ul style="list-style-type: none"> Greater or more of something. Less or fewer of something. 	<ul style="list-style-type: none"> /er/ as in "faster"
-ish	<ul style="list-style-type: none"> Being similar to or having the characteristics of the base word. 	<ul style="list-style-type: none"> /ish/ as in "greenish"
-est	<ul style="list-style-type: none"> Having the most of the quality of the base word. 	<ul style="list-style-type: none"> /est/ as in "coldest"
-ly	<ul style="list-style-type: none"> Being like or acting in a particular way. 	<ul style="list-style-type: none"> /lē/ as in "quickly"

COMMON SUFFIXES REVIEW		
Suffix	Meaning	Sound and Keyword
<i>-tion, -ssion, -sion</i>	<ul style="list-style-type: none"> Creates a noun indicating something that results from completing an action. 	<ul style="list-style-type: none"> /shun/ as in "eruption" /shun/ as in "discussion" /zhun/ as in "vision"
<i>-ic</i>	<ul style="list-style-type: none"> Relating to. 	<ul style="list-style-type: none"> /ik/ as in "energetic"
<i>-ous</i>	<ul style="list-style-type: none"> Full of. 	<ul style="list-style-type: none"> /s/ as in "nervous"

COMMON PREFIXES REVIEW		
Prefix	Meaning	Sound and Keyword
<i>un-</i>	<ul style="list-style-type: none"> Not; the opposite of. 	<ul style="list-style-type: none"> /un/ as in "unwell"
<i>re-</i>	<ul style="list-style-type: none"> To do again. 	<ul style="list-style-type: none"> /rē/ as in "reform"
<i>pre-</i>	<ul style="list-style-type: none"> Before. 	<ul style="list-style-type: none"> /prē/ as in "predate"
<i>dis-</i>	<ul style="list-style-type: none"> Not; the opposite of. 	<ul style="list-style-type: none"> /dis/ as in "dislike"
<i>mis-</i>	<ul style="list-style-type: none"> Wrongly or incorrectly. 	<ul style="list-style-type: none"> /mis/ as in "misread"
<i>non-</i>	<ul style="list-style-type: none"> Not; the absence of. 	<ul style="list-style-type: none"> /non/ as in "nonstop"
<i>de-</i>	<ul style="list-style-type: none"> Undoing or removing; reversing. 	<ul style="list-style-type: none"> /dē/ as in "defund"
<i>sub-</i>	<ul style="list-style-type: none"> Under, beneath, below. 	<ul style="list-style-type: none"> /sub/ as in "subway"
<i>pro-</i>	<ul style="list-style-type: none"> Supporting or in favor of. In front of; before. 	<ul style="list-style-type: none"> /prō/ as in "proactive"
<i>trans-</i>	<ul style="list-style-type: none"> To go across, through, or over. To change. 	<ul style="list-style-type: none"> /trans/ as in "transport"
<i>in-, im-</i>	<ul style="list-style-type: none"> Not. 	<ul style="list-style-type: none"> /in/ as in "incorrect" /im/ as in "impolite"

COMMON GRADE 3 TEXT FEATURES		
Text Feature	Definition	Purpose
heading	The title of a section of text.	<ul style="list-style-type: none"> Divides the text into sections. Tells readers what each section is about.
chart	A visual representation of the relationship of two or more amounts or topics.	<ul style="list-style-type: none"> Presents information for easy understanding. Includes additional supporting information about the topic.
diagram	A picture with labels or explanations of the parts of something or the steps in a process.	<ul style="list-style-type: none"> Helps readers visualize what the author describes in a text. Clarifies different components and how they fit or work together.
image	A visual representation of something (e.g., a photograph or illustration).	<ul style="list-style-type: none"> Helps readers envision details from the text. Provides additional details through information best understood visually; captions explain all or part of the image.

FIGURATIVE LANGUAGE		
Term	Definition	Examples
simile	A comparison of one thing to another using "like" or "as."	<ul style="list-style-type: none"> • Her hug was as warm as the sun. • The puppy's teeth were like knives. • He's as fast as a cheetah.
metaphor	A direct comparison of two seemingly different things to convey an idea; it does not need to use the word "like" or "as."	<ul style="list-style-type: none"> • She's a busy bee! • The autumn leaves were colorful confetti. • The racer is a cheetah.
hyperbole	A statement or claim that is intentionally exaggerated or overstated for emphasis or effect.	<ul style="list-style-type: none"> • I have a mountain of laundry to fold. • I am so hungry I could eat a horse. • You don't need any more toys because you already have a million toys at home.
personification	Giving human characteristics or behaviors to nonhuman objects or living things (e.g., animals).	<ul style="list-style-type: none"> • The wind grabbed my hat and threw it into the air. • The dolphins danced gracefully in the water.

SYLLABLE DIVISION		
Vowel Division	Rule	Example
One consonant between two vowels	Divide the syllable between the consonant and the second vowel to close in the syllable and make a short vowel sound.	cab in
	Divide the syllable between the first vowel and the middle consonant to make the first syllable an open syllable.	stu dent
	Keep glued sounds together.	pla net
Two consonants between two vowels	Divide the syllable between the two consonants, unless there is a blend or sound that needs to stay together.	bas ket
	Keep consonant digraphs, common consonant blends, glued sounds, and r-controlled vowels together.	gath er
	If the two consonants are double consonants, divide the syllable between the double consonants.	rab bit
	If the word is a compound word, divide the syllable between the two words.	sun set
Three consonants between two vowels	Usually divide the syllable between the first and second consonant, unless there is a blend or sound that needs to stay together.	mon ster
	Keep consonant digraphs, common consonant blends, glued sounds, and r-controlled vowels together.	pump kin
	If a common consonant blend can be made in both syllables, the blend often goes with the second syllable.	hun dred
	If the word is a compound word, divide the syllable between the two words.	back pack

SYLLABLE DIVISION		
Vowel Division	Rule	Example
Four consonants between two vowels	Usually divide the syllable between the first and second consonant, unless there is a blend that needs to stay together.	in struct
	Split the syllable down the middle with two consonants going with the first syllable and two going with the second syllable, when there are two separate blends.	dump ster
	If the word is a compound word, divide the syllable between the two words.	hand stand
Consonant-le	Divide the syllable before the consonant that appears before the "le."	ta ble
	If the two consonants are double consonants, divide the syllable between the double consonants.	shut tle
Prefixes and suffixes	Divide the syllable after the prefix.	re write
	Usually divide a syllable before a suffix.	joy ful
Two vowels next to each other	Usually keep vowel teams together.	ex plain
	If not a common vowel team, divide the syllable between the two vowels.	li on

Getting To Know Your Texts

TITLE	AUTHOR	GENRE	LEXILE
"Shelby the Shy"	Erin Beth Liles	Fiction	470L
"No One Ever Listens to Me"	Pat Parker	Fiction	490L
"Taiwan"	Joanne Mattern	Nonfiction	610L–800L
"The History of U.S. Immigration: Data"	Cathy D'Alessandro and Noelle Hoffmeister	Nonfiction	590L
"Talent Night"	Annie Gage	Fiction	690L
"Deepa's Navratri Dress"	Anita Nahta Amin	Fiction	560L
"Good-bye!" from <u>Dumpling Days</u>	Grace Lin	Fiction	710L
"Brave Like a Tiger" from <u>The Year of the Rat</u>	Grace Lin	Fiction	730L
"You Oughta Meet Danitra Brown"	Nikki Grimes	Poetry	410L–600L
"Stories to Tell"	Nikki Grimes	Poetry	810L–1000L



Unit at a Glance

Focus Standards

While many of the ELA Common Core State Standards are covered throughout this unit, the following Focus Standards will be explicitly taught and assessed. Refer to the supplemental materials for a complete overview of covered, focus, and assessed standards.

- **Language:** L.3.2.f, L.3.4, L.3.4.a, L.3.4.b, L.3.4.c, L.3.5, L.3.5.a, L.3.5.b
- **Foundational Skills:** RF.3.3, RF.3.3.a, RF.3.3.b, RF.3.3.d, RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c
- **Reading (Informational):** RI.3.1, RI.3.2, RI.3.5, RI.3.7, RI.3.8, RI.3.10
- **Reading (Literature):** RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10

Unit Syllabus

LESSON	TYPE	TEACHING POINT
Week 1		
Lessons 1–4 Text: “Shelby the Shy” (Fiction)		
Lesson 5 Text: “No One Ever Listens to Me” (Fiction)		
1	Phonics and Morphology	Readers recognize different parts of words, including base words and affixes, to help them read, write, and understand words.
2	Fluency	Readers recognize words they do not know. As they read, they stop to figure out unknown words and then go back to read that part correctly and smoothly, like a storyteller.
3	Main Idea	Whenever they read fiction texts, readers think about how the character changes from the beginning to the end of the story, and why. This helps unlock the big lesson that the character learns throughout the text.
4	Craft and Structure	Readers recognize how an author uses dialogue to reveal characters’ thoughts or feelings. This gives the reader insight into the relationships between characters.
5	Independent Text	Readers use everything they know about reading words and comprehending texts to help them independently make meaning of a text.
Week 2		
Lessons 6–10 Text: “Taiwan” (Nonfiction)		
Lesson 10 Text: “The History of U.S. Immigration: Data” (Nonfiction)		
6	Phonics and Morphology	Readers recognize when a “g” and “c” make a hard or soft sound in a word.
7	Fluency	Readers monitor their reading by recognizing and correcting mistakes as they read. Then, they go back to read that part smoothly, like a presenter.
8	Main Idea	Whenever they read nonfiction texts, readers ask themselves, “What is the topic? What is the text teaching me about the topic? What is the author’s perspective on the topic?” Asking these questions helps readers focus on the essential meaning of the text.
9	Craft and Structure	Whenever they read nonfiction texts, readers think about how the text or parts of the text are structured and how they connect to or build on one another. This helps readers make connections between information and ideas in the text to better understand the main idea.
10	Independent Text	Readers use everything they know about reading words and comprehending texts to help them independently make meaning of a text.

LESSON	TYPE	TEACHING POINT
Week 3		
Lessons 11–14 Text: “Talent Night” (Fiction)		
Lesson 15 Text: “Deepa’s Navratri Dress” (Fiction)		
11	Phonics and Morphology	Readers use everything they know about suffixes to read words accurately and figure out what they mean.
12	Fluency	Readers read groups of words in meaningful phrases, smoothly and like a storyteller or presenter.
13	Main Idea	Readers pay attention to the characters’ feelings and how they change throughout the story. This helps readers understand the lesson.
14	Craft and Structure	Fiction readers develop a deep understanding of the main character. They notice details in the text that include the character’s thoughts, words, actions, and feelings, and they ask themselves, “What does this tell me about the character?”
15	Independent Text	Readers use everything they know about reading words and comprehending texts to help them independently make meaning of a text.
Week 4		
Lessons 16–19 Text: “Good-bye!” from <u>Dumpling Days</u> (Fiction)		
Lesson 20 Text: “Brave Like a Tiger” from <u>The Year of the Rat</u> (Fiction)		
16	Phonics and Morphology	Readers use everything they know about suffixes to read words accurately and figure out what they mean.
17	Fluency	Readers notice punctuation marks as they read and change their voice to match the punctuation.
18	Main Idea	Whenever they read fiction texts, readers notice how internal monologue—characters’ thoughts—and dialogue—conversations between characters—reveal the characters’ feelings and perspectives. This helps readers more deeply understand what they read.
19	Craft and Structure	Whenever they read fiction texts, readers notice and interpret figurative language, including similes. Understanding the non-literal or figurative meaning of words and phrases helps readers understand the deeper meaning of the text.
20	Independent Text	Readers use everything they know about reading words and comprehending texts to help them independently make meaning of a text.

DAILY LESSON PLANS



Lesson 1

LESSON OVERVIEW

TEACHING POINT:

- Readers recognize different parts of words, including base words and affixes, to help them read, write, and understand words.

KEY VOCABULARY:

- affix
- annoying
- base word
- prefix
- root
- suffix

MATERIALS:

- “Shelby the Shy”
- “Common Prefixes Review” anchor chart
- “Common Suffixes Review” anchor chart
- “Syllable Division” anchor chart

UNIT PORTFOLIO:

- **Folio 1:** “Lessons 1–4: Text”
- **Folio 3:** “Lesson 1: Phonics and Morphology”

COMMON CORE STATE STANDARDS FOCUS:

- **RF.3.3.a:** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **RF.3.3.b:** Decode words with common Latin suffixes.
- **L.3.4.b:** Determine the meaning of the new word formed when a known affix is added to a known word.

Lesson 1**SUGGESTED AGENDA****30 min. Lesson 1: Phonics and Morphology****8 min. Launch****5 min. Morphology Routine****5 min. Syllable Routine****10 min. Read****2 min. Debrief****Notes for Lesson Differentiation****TO SUPPORT:**

- Lesson 1, Read: Have students only independently read paragraph 4. Have students identify word parts in paragraph 4 before independently reading to the end of paragraph 7.

TO ADVANCE:

- Lesson 1, Read: As students read independently, have them circle prefixes and suffixes in the text.

Lesson 1: Phonics and Morphology

Main Idea **Title:** “Shelby the Shy”

Over the next four lessons, students will uncover the following ideas:

- Shelby is a shy girl who feels her shyness prevents her from doing what she wants to do. Since Shelby is so shy, people don’t realize that she has other qualities.
- One day, she goes to a party, and her brother Ben tells everyone about all her talents. Instead of feeling shy, she focuses on what she can do and starts to feel brave.
- Shelby learns that her shyness doesn’t have to define her because she is good at many things. By focusing on her strengths, she can feel brave.
- Our feelings, behaviors, and characteristics can change over time as we learn and grow.

Launch

Teaching Point: Readers recognize different parts of words, including base words and affixes, to help them read, write, and understand words.

*As we read and write, we come across words that have different parts added to the beginning or end of a **base word**. A **base word** is a complete word that can stand alone and has meaning on its own. An **affix** is a word part that is added to the beginning or end of a **base word** to create a word that has a new or more specific meaning. There are two types of **affixes: prefixes and suffixes**. A **prefix** is a word part that is added to the beginning of a **base word**, and a **suffix** is a word part that is added to the end of a **base word**. When an **affix** is added to a **base word**, it creates a new word that has a different meaning than just the **base word** alone. We can think of these parts as the building blocks of words. **Readers recognize different parts of words, including base words and affixes, to help them read, write, and understand words.***

When we come across an unfamiliar word while reading, we can look at the word parts to see if we recognize any **affixes**. We can circle the **prefixes** or **suffixes** that we see in the word. The part of the word that is left over will be the **base word** or the **root**. Then, we can use what we know about these word parts to read the whole word and understand what the word means.

Sometimes, an **affix** creates an additional syllable in a word. For example, if I add the **suffix** -ing to the **base word** “read,” it becomes “reading” and now has two syllables. The **suffix** -ing adds an additional syllable to the **base word**, “read.” On the other hand, when I add the **suffix** -s to the end of the **base word** “read,” it becomes “reads.” Both of these words—“read” and “reads”—are just one syllable. Sometimes, when looking for **affixes** in a word, we recognize a **prefix** or **suffix**, and what is left is not a whole **base word** but a part of a word, which is often a **root**. A **root** is the most basic part of a word and has the meaning that we use to understand the word. We can still use what we know about sounds and syllables to read the **root**, then the whole word.

Display the word “relocation.” As you think aloud, mark the word parts.

Think Aloud: For example, in the word “relocation,” we recognize the **suffix** -tion, which means “the state or condition of something.” We also recognize the **prefix** re-, which means “to do again.” After marking those **affixes**, we are left with the part of the word “loca,” which comes from the **root** locus and means “the act of placing or settling.” So “relocation” means “the act of placing or moving something in a place again.”

re|loca|tion

Today, we will review some common **prefixes** and **suffixes**. As we read, we will look for **base words** or **roots** and recognize **affixes** to help us as we read unknown words.

Display the “Common Suffixes Review” and “Common Prefixes Review” anchor charts. Briefly review that each **affix** in the charts has a meaning, sound, and keyword.

When we read and come across an unknown word, we can look at the word parts to see if we recognize any **affixes** and the **base word** or **root**. Then, we can use what we know about these word parts to read the whole word and understand what it means.

Display the word “talking.” As you think aloud, mark the word parts.

Think Aloud: In this word, I notice the **suffix** -ing, and I recognize the **base word** “talk.” I remember that the **suffix** -ing makes the /ing/ sound. Now, I can put those two parts together to read the whole word: “talking.” The word “talking” has two parts: the **base word** and the **suffix**. In the word “talking,” the suffix adds another syllable to the word. The **base word** “talk” means “to speak,” and the **suffix** -ing means “continuing to happen.” So the whole word, “talking,” means “continuing to speak.” Let’s practice recognizing word parts in another word and use those word parts to read and understand the whole word.

talk (ing)

Display the word “refilled.” As students share key ideas, mark the word parts.

Ask:

What are the word parts in this word? What is the whole word? Does the suffix add a syllable to the word?

Key Ideas:

- There is the **prefix** re-.
- There is the **suffix** -ed.
- The **base word** is “fill.”
- The whole word is “refilled.”
- The suffix -ed does not add another syllable because the -ed makes the /d/ sound and becomes part of the second syllable, “filled.”

Ask:

How do the word parts help you better understand the whole word?

- The **base word** “fill” means “to make something full.”
- The **prefix** *re-* means to “to do again.” So in this case, something is being filled again.
- The **suffix** *-ed* shows that something happened in the past. So in this case, something was filled again in the past.

re|filled

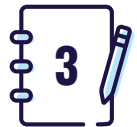
As you continue to read, **recognize different parts of words, including base words and affixes, to help you read, write, and understand words.**

Remind students to use the “Common Suffixes Review” and “Common Prefixes Review” anchor charts whenever they read and write to help them read and spell words with **suffixes** and **prefixes**.

Morphology Routine

For each of the following words and for one word incorporating teacher-identified challenge spots:

1. Display the sentence with the bolded word.
2. Have students work independently to mark the word parts in the bolded word, read the whole word, read the sentence, and use the word parts and the sentence to determine the meaning of the word. Prompt students to reference all affixes and roots anchor charts, as needed.
3. Facilitate a discussion of students’ independent work using the prompts in the following chart. As students share their ideas, mark the word accordingly.
4. Note that while morphology is very helpful in understanding the meaning of words, some words will need to be formally defined for students after they have analyzed the word parts. Provide students with the definition of each word if they have not arrived at an accurate definition through morphology analysis alone.



Facilitate a discussion of students’ independent work using the prompts in the following chart. As students share their ideas, mark the word accordingly.

ANALYZE TO READ		
How do we mark the word parts? What is the whole word?	What do the word parts tell us about the whole word's meaning?	Based on the word parts and sentence, what does the whole word mean?
<p>Yesterday, she walk(ed) to the store.</p> <p><i>This word is in paragraph 15.</i></p>	<ul style="list-style-type: none"> • Suffix <i>-ed</i>: Happened in the past. • Base word: walk 	To walk, in the past tense.
<p>Right now, he is unpack(ing) his backpack.</p>	<ul style="list-style-type: none"> • Prefix <i>-un</i>: Not; the opposite of. • Suffix <i>-ing</i>: Continuing to happen. • Base word: pack 	To unpack, or remove, contents from a container, in the present tense.

For the following word:

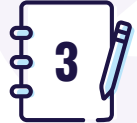
1. Dictate the bolded word and the sentence. Then, repeat the bolded word.
2. Have students work independently to spell the word, mark the word parts, and use the word parts and the sentence to determine the meaning of the word. Prompt students to reference all affixes and roots anchor charts, as needed.
3. Facilitate a discussion of students' independent work using the prompts in the chart. As students share their ideas, spell and mark the word accordingly.
4. Provide students with the definition of each word if they have not arrived at an accurate definition through morphology analysis alone.

ANALYZE TO WRITE		
How do we spell the word? How do we mark the word parts?	What do the word parts tell us about the whole word's meaning?	Based on the word parts and sentence, what does the whole word mean?
<p>She is the fast(est) runner in our school.</p> <p><i>This word is in paragraph 9.</i></p>	<ul style="list-style-type: none"> • Suffix <i>-est</i>: Most. • Base word: fast 	The most fast.

Syllable Routine

For each of the following words and for one word incorporating teacher-identified challenge spots:

1. Display the word silently.
2. Have students work independently to scoop the vowel types, split the syllables, and use what they know about syllable types to read the whole word. Prompt students to reference the “Syllable Division” anchor chart, as needed.
3. Facilitate a discussion of students’ independent work using the prompts in the following chart. As students share their ideas, mark the word accordingly.
4. Use the word in a sentence, and explain its definition as needed.



SEGMENT TO READ		
How do we scoop the vowels? How do we split the syllables?	What are the syllable types and vowel sounds? What is the whole word?	Sentence and Definition
<p style="text-align: center;">shake</p> <p style="text-align: center;"><i>This word is in paragraph 7.</i></p> <p>Key Points:</p> <ul style="list-style-type: none"> • There is one vowel type, “a_e,” so there is one syllable. 	<ul style="list-style-type: none"> • Syllable 1: vowel-consonant-e <ul style="list-style-type: none"> ◦ The “a” makes the long /ā/ sound, as in “cake.” 	<ul style="list-style-type: none"> • Sentence: The dog would <u>shake</u> off the water after their bath.
<p style="text-align: center;">shy</p> <p style="text-align: center;"><i>This word is in paragraph 1.</i></p> <p>Key Points:</p> <ul style="list-style-type: none"> • There is one vowel type, “y” as a vowel, so there is one syllable. 	<ul style="list-style-type: none"> • Syllable 1: open <ul style="list-style-type: none"> ◦ The “y” makes the long /ī/ sound, as in “sky.” 	<ul style="list-style-type: none"> • Sentence: The little boy was <u>shy</u> when the teacher asked him a question. • Definition: Feeling nervous or timid around other people.

For the following word:

1. Dictate the word, sentence, and definition as needed.
2. Have students work independently to spell the word, scoop the vowel types, and split the syllables. Prompt students to reference the “Syllable Division” anchor chart, as needed.
3. Facilitate a discussion of students’ independent work using the prompts in the chart. As students share their ideas, spell and mark the word accordingly.

SEGMENT TO WRITE		
Sentence and Definition	How do we spell the word? How do we scoop the vowels and split the syllables?	What are the syllable types and vowel sounds?
<ul style="list-style-type: none"> • Sentence: Jalen had a chocolate <u>birthday</u> cake. 	<p style="text-align: center;"> </p> <p style="text-align: center;"><i>This word is in paragraph 7.</i></p> <p>Key Points:</p> <ul style="list-style-type: none"> • There are two vowel types, “ir” and “ay,” so there are two syllables. • Split the syllable between the “t” and the “d.” Normally, when there are three consonants between the vowels, we split the syllable after the first consonant, but in this case, we keep the consonant digraph “th” together. 	<ul style="list-style-type: none"> • Syllable 1: r-controlled <ul style="list-style-type: none"> ◦ The “ir” makes the /er/ sound. • Syllable 2: vowel team syllable <ul style="list-style-type: none"> ◦ The “a” and “y” come together to make the long /ā/ sound.

Read

Today, we will read a new text: “Shelby the Shy” by Erin Beth Liles. As we read, we will have opportunities to apply our learning from earlier in the lesson. Remember, **readers recognize different parts of words, including syllables, base words, and affixes, to help them read, write, and understand words.**

Before we begin, let’s review some important vocabulary.

Introduce and define the following term.

VOCABULARY WORD	DEFINITION
annoying	Bothersome or irritating.



As students read along, read from the beginning of the passage to the end of paragraph 2.

Pause at the word “years,” and model recognizing the **suffix** and **base word** to read the word.

Think Aloud: *In this word, I notice a **suffix** -s, and I recognize the **base word** “year.” So I know the whole word is “years.” I know that the **suffix** -s can mean “more than one,” so the word “years” refers to more than one year. I used the word parts to help me read the word correctly and understand what it means. Now, I can go back to read the whole sentence: “Even though I’m six years old, my face gets hot.”*

Now, you will continue reading the text independently. As you read, notice when your knowledge of **base words** and **affixes** helps you read a word in the text.

Have students continue reading independently to the end of paragraph 4.

Ask:

How did your knowledge of word parts help you read and understand particular words in the text?

Key Ideas:

- “Waiter”:
 - The word “waiter” has the **suffix** *-er* and the **base word** “wait.”
 - The **base word** “wait” is a vowel team syllable. The vowel team “ai” makes the /ā/ sound, as in “rain.”
 - The **suffix** *-er* makes the /er/ sound and means “what something is or someone does.”
 - The whole word, “waiter,” means “someone who waits on others,” like a waiter at a restaurant who takes your order and brings your food.
- “Parties”:
 - The word “parties” has the **suffix** *-es* and the **base word** “party.”
 - The **base word** “party” has two syllables: “par” and “ty.”
 - Syllable 1—“par”—is an r-controlled syllable. The r-controlled vowel “ar” makes the /ar/ sound.
 - Syllable 2—“ty”—is an open syllable. The “y” acts as a vowel and makes the long “e” vowel sound /ē/.
 - The spelling of the **base word** “party” changes when you add the **suffix** *-es*. The “y” changes to an “i,” then the **suffix** *-es* is added to the end.
 - The **suffix** *-es* makes the /z/ sound and means “more than one.”
 - The whole word, “parties,” means “more than one party.”

Have students independently read to the end of the passage.

As students read, use your plan to circulate, observe, and coach. Notice trends related to multisyllabic word reading, morphology, and the day’s Teaching Point (e.g., using word parts to read and understand words and providing partner support and encouragement).

Debrief

Share or facilitate a brief discussion of the trends you noticed while students read. Remind students to apply the day’s Teaching Point moving forward.

Lesson 2**LESSON OVERVIEW****TEACHING POINT:**

- Readers recognize words they do not know. As they read, they stop to figure out unknown words and then go back to read that part correctly and smoothly, like a storyteller.

KEY VOCABULARY:

- presenter
- storyteller

MATERIALS:

- “Shelby the Shy”

UNIT PORTFOLIO:

- **Folio 1:** “Lessons 1–4: Text”

COMMON CORE STATE STANDARDS FOCUS:

- **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4.a:** Use sentence-level context as a clue to the meaning of a word or phrase.

Lesson 2

SUGGESTED AGENDA

30 min. Lesson 2: Fluency

8 min. Launch

20 min. Read

2 min. Debrief

Notes for Lesson Differentiation

**TO
SUPPORT:**

- Lesson 2, Read: As students identify words they need to stop and break down, have them mark up those words (syllables and affixes) to support their reading of those words.

**TO
ADVANCE:**

- Lesson 2, Read: As students identify words they need to stop and break down, have them mark up those words (syllables and affixes) to support their reading of those words.

Lesson 2: Fluency

Launch

Teaching Point: Readers recognize words they do not know. As they read, they stop to figure out unknown words and then go back to read that part correctly and smoothly, like a storyteller.

In our previous lesson, we began reading “Shelby the Shy” and focused on how to use base words and affixes to read and understand unknown words.

*Before we begin reading today, let’s think about the genre of the text. Remember, knowing the genre of the text can help us fluently read and understand it. Based on the genre, we can read a text in different ways. For example, we can read as a **storyteller** or a **presenter**. A **storyteller** tells stories in an interesting and engaging way to entertain or teach others. A **presenter** shares information by showing or explaining something to others. When we read fiction, we read the text as a **storyteller** to make the text more engaging. When we read nonfiction, we can read the text as a **presenter** or a **storyteller**, depending on how the text is written. As we encounter different genres of text, we will continue to learn about different ways to read texts fluently.*

Direct students to reread the title and the first one or two paragraphs and consider the text structure to determine the text genre.

Ask:

What is the genre of “Shelby the Shy”? How do you know?

Key Ideas:

- “Shelby the Shy” is a fiction text.
- We know because it has characters and a problem that they are trying to solve.



Ask:

How should we read this text—as a **storyteller** or a **presenter**? Why?

Key Ideas:

- We should read this text as a storyteller because we are reading a fiction text.
- Fiction texts are stories, and we want to read them like storytellers to make them more engaging so we can better understand the text.

Today, we will focus on self-monitoring as we read by **recognizing words that we do not know**. Once we recognize a word we do not know in the text, **we stop to figure out the unknown word and then go back to read that part correctly and smoothly, like a storyteller**.

Let's look at a sentence from "Shelby the Shy." To read smoothly, we need to monitor ourselves as we read to identify words that we do not know. We need to make sure we read those words correctly to then read the text smoothly.

Display the sentence below. Model reading the sentence until the word "without." As you think aloud, mark the word "without."

Today I swam a whole lap with|out stopping.

Think Aloud: This sentence starts, "Today I swam a whole lap ..." The next word looks tricky to me. I see two vowel types, "i" and "ou," so I know it is a two-syllable word. I can use what I know about syllable types to figure out this word before moving on. I can scoop the vowel types, "i" and the vowel team "ou," then separate the syllables. I notice that this is a compound word, so I will split the syllable between the two smaller words, "with" and "out." I can put those two syllables together to make the word "without."

Before I go back and reread the sentence, I need to look and see if there are any other words that I do not know. Let's look at the last word together to make sure that we know how to read it before we reread the sentence smoothly.

Ask:

Look at the last word in the sentence. How can we read this word?

Key Ideas:

- We can look for word parts (affixes and base words) within the word.
- Suffix: *-ing*, which means “continuing to happen.”
- Base word: stop.
- The whole word is “stopping.”

*Now that we have used our decoding skills to read the last two words in the sentence, we can go back and reread it with fluency, because we no longer need to sound out tricky words. **Readers recognize words they do not know. As they read, they stop to figure out unknown words and then go back to read that part correctly and smoothly, like a storyteller.***

Read

*Today, we will reread “Shelby the Shy” by Erin Beth Liles. First, you will reread the passage with a partner, and then you will reread it independently. As you read, remember that **readers recognize words they do not know. As they read, they stop to figure out unknown words and then go back to read that part correctly and smoothly, like a storyteller.***

Have partnerships reread the passage.

Then, have students independently reread the passage.

As students read, use your plan to circulate, observe, and coach. Notice trends related to fluency and the day’s Teaching Point (e.g., recognizing and stopping to figure out unknown words, going back to correctly reread parts of the text, and providing partner support and encouragement).



Debrief

Share or facilitate a brief discussion of the trends you noticed. Remind students to apply the day's Teaching Point moving forward.

Sample

Lesson 3**LESSON OVERVIEW****TEACHING POINT:**

- Whenever they read fiction texts, readers think about how the character changes from the beginning to the end of the story, and why. This helps unlock the big lesson that the character learns throughout the text.

KEY VOCABULARY:

- genre
- genre frame

MATERIALS:

- “Shelby the Shy”
- “Genre Frames” anchor chart

UNIT PORTFOLIO:

- **Folio 1:** “Lessons 1–4: Text”
- **Folio 4:** “Lesson 3: Main Idea”

COMMON CORE STATE STANDARDS FOCUS:

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Lesson 3

SUGGESTED AGENDA

30 min. Lesson 3: Main Idea

5 min. Launch

15 min. Shared Analysis

10 min. Whole-Class Discourse

Respond (Optional)

Notes for Lesson Differentiation

TO SUPPORT:

- Lesson 3, Whole-Class Discourse: Before asking the Whole-Class Discourse question, place students in pairs and have them discuss one or two of the Back-Pocket Questions.

TO ADVANCE:

- Lesson 3, Respond (Optional): Place students in pairs and have them take turns explaining how they found their evidence and why they think it is important for answering the prompts.

Lesson 3: Main Idea

Launch

Teaching Point: Whenever they read fiction texts, readers think about how the character changes from the beginning to the end of the story, and why. This helps unlock the big lesson that the character learns throughout the text.

*One skill that can help you independently understand the main idea of a text is to consider key aspects of the **genre** for that text as you read. We call these key aspects **genre frames**.*

Introduce and define the following terms.

LITERARY TERM	DEFINITION
genre	A type or category. In literature, it refers to a category of texts that share similar characteristics. For example, “literary texts” and “informational texts” are two different genres.
genre frame	A transferable question that you can ask yourself as you read any text of a certain genre to help you focus on the key aspects of that genre.



Display the “Genre Frames” anchor chart, and introduce the genre frames for fiction.

GENRE FRAMES	
Genre	Frames
Nonfiction	<ul style="list-style-type: none"> • What is the topic? • What is the text teaching me about the topic? • What is the author’s perspective on the topic?
Fiction	<ul style="list-style-type: none"> • Who are the characters, and what have we learned about them? • What is the problem? • What is the solution? • What is the lesson learned?
Poetry	<ul style="list-style-type: none"> • What is the literal meaning? • What is the deeper meaning?

Ask:

*Based on the **genre**, what **genre frames** will we think about as we read today?*

Key Idea: The genre of “Shelby the Shy” is fiction, so we will use the genre frames for fiction as we read.

*The **genre frames** for fiction help us focus on understanding key elements of the story, such as the characters, problem, and solution. They also help us understand the author’s deeper message as we look at the lesson the story teaches us. Today, we will focus on the **genre frame**, “Who are the characters, and what have we learned about them?” In particular, we will think about how understanding the main characters and how they change can help us identify and understand the lesson learned. **Whenever they read fiction texts, readers think about how the character changes from the beginning to the end of the story, and why. This helps unlock the big lesson that the character learns throughout the text.***

Shared Analysis

Now, we will reread “Shelby the Shy” by Erin Beth Liles together. As we read, remember to **think about how the character changes from the beginning to the end of the story, and why.**

Model jotting as you read and/or as students share. Have students follow along in their Unit Portfolio.



Read to the end of paragraph 7.

Ask:

Who is the main character, and what have we learned about them?

Key Ideas:

- The main character is a girl named Shelby who is extremely shy.
- She doesn't respond when strangers ask her questions and feels embarrassed to talk to people.

Read to the end of paragraph 14.

Ask:

What new information have we learned about Shelby?

Key Ideas:

- Shelby seems shy, but she knows that there are other aspects of her personality that are more interesting than her shyness. She is a good swimmer and a fast runner, but people only ever talk about how she is shy.
- She is annoyed by her brother because he is not shy. She wishes she could be like him and not be as shy as she is.

Read to the end of paragraph 20.

Ask:

What have we learned about Shelby now?

Key Ideas:

- Shelby goes to a party with Ben and wears a superhero costume to feel brave.
- As she meets Ben's friends, he tells them that she is "the best swimmer" and "can run super fast."
- After Ben tells them about this, Shelby starts to think about her special skills and starts to feel calmer. "[Her] face cool[s] off," and "the butterflies in [her] tummy [fly] away."
- Shelby's brother Ben helps her feel safe by talking about what she is good at, and then she feels less shy.

Have students independently read to the end of the passage.

Ask:

How does Shelby change from the beginning to the end of the story?

Key Ideas:

- Shelby changes from shy at the beginning to brave at the end of the story.
- When Shelby's brother Ben starts to tell everyone about the cool things Shelby does, Shelby starts to think about how she feels when she does the things she loves instead of how shy she feels. All of a sudden, she starts to feel braver and begins to talk to people.

Whole-Class Discourse

Prompt: What is the main idea of "Shelby the Shy"?

Key Ideas:

- Shelby is a shy girl who feels her shyness prevents her from doing what she wants to do. Since Shelby is so shy, people don't realize that she has other qualities.

- One day, she goes to a party, and her brother Ben tells everyone about all her talents. Instead of feeling shy, she focuses on what she can do and starts to feel brave.
- Shelby learns that her shyness doesn't have to define her because she is good at many things. By focusing on her strengths, she can feel brave.
- Our feelings, behaviors, and characteristics can change over time as we learn and grow.

Back-Pocket Questions:

- How does the interaction at the grocery store help us understand our main character? How is Shelby feeling at this point in the story?
- What does the interaction at the birthday party reveal about our main character? What is her problem in the story?
- What role does Shelby's brother, Ben, play in the story?
- Does Ben "fix" Shelby's problem? How does he help?
- How does the main character, Shelby, change from the beginning to the end of the story? What lesson does she learn?
- Based on the story, how did you come to understand the lesson learned?

Direct students to jot the main idea on the passage.

Respond (Optional)

As time allows, have students respond to the following prompt.

Prompt: What lesson does Shelby learn?

**Key Ideas:**

- Shelby learns that her shyness doesn't have to define her because she is good at many things. By focusing on her strengths, she can feel brave.
- At the beginning, Shelby feels shy and does not know how to be brave.
- At the end of the story, because of her brother Ben's help, Shelby thinks about what she is good at. She learns how to be brave.

As students write, use your plan to circulate, observe, and coach. Notice trends, particularly those related to the day's Teaching Point (e.g., thinking about how the character changes from the beginning to the end of the story).

Back-Pocket Questions:

- What does Shelby want people to understand about her? Why don't they understand this?
- How does Shelby change from the beginning to the end of the story? How does Ben help Shelby change?
- What does Shelby realize at the end of the story?

Lesson 4**LESSON OVERVIEW****TEACHING POINT:**

- Readers recognize how an author uses dialogue to reveal characters' thoughts or feelings. This gives the reader insight into the relationships between characters.

KEY VOCABULARY:

- author's craft
- dialogue

MATERIALS:

- "Shelby the Shy"

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"
- **Folio 5:** "Lesson 4: Craft and Structure"

COMMON CORE STATE STANDARDS FOCUS:

- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Lesson 4

SUGGESTED AGENDA

30 min. Lesson 4: Craft and Structure

5 min. Launch

10 min. Shared Analysis

5 min. Respond

10 min. Debrief and Revise

Notes for Lesson Differentiation

TO SUPPORT:

- Lesson 4, Shared Analysis: Have students underline dialogue that shows how Shelby is feeling and jot the feeling next to the corresponding paragraph.

TO ADVANCE:

- Lesson 4, Shared Analysis: Have students discuss other techniques the author uses, beyond dialogue, to show how Shelby is feeling at different points in the text. Have them support their ideas with evidence from the text.

Lesson 4: Craft and Structure

Launch

Teaching Point: Readers recognize how an author uses dialogue to reveal characters' thoughts or feelings. This gives the reader insight into the relationships between characters.

In our previous lesson, we read “Shelby the Shy” and determined the main idea of the text.

Briefly recap the main idea of the text.

*Today, we will focus on the **author’s craft** in the story. “Craft” means “skill in doing or making something,” so “**author’s craft**” means “the special techniques and skills that an author uses to make their writing interesting and engaging.” In “Shelby the Shy,” the author uses **dialogue** as a craft decision to help us understand the characters in the text. **Dialogue** is a literary technique where characters in a story engage in conversation, allowing the reader to understand their thoughts, feelings, and interactions. The use of **dialogue** is one specific craft choice an author might make in their writing.*

*Often, authors use **dialogue** to help us better understand something about the characters’ relationships to each other, as well as to make the text more engaging. **Readers recognize how an author uses dialogue to reveal characters’ thoughts or feelings. This gives the reader insight into the relationships between characters.***



Shared Analysis

Now, we will reread “Shelby the Shy” by Erin Beth Liles” together. As we read, remember to **recognize how an author uses dialogue to reveal characters’ thoughts or feelings. This gives the reader insight into the relationships between characters.**



Model jotting as you read and/or as students share. Have students follow along in their Unit Portfolio.

Read to the end of paragraph 6.

Ask:

What do the parents’ conversations about Shelby reveal about her? What do these conversations reveal about their relationships with Shelby?

Key Ideas:

- Both Shelby’s mother and father call her “shy” when she does not respond to a question asked of her. Her father encourages her by saying she doesn’t “have to be so shy!”
- These conversations also reveal that they believe Shelby is shy, despite her frustration that she “feels worse” when they say she is shy. This shows they do not believe the same things about Shelby as she does about herself.

Read to the end of paragraph 14.

Ask:

*How does the author use **dialogue** to show the relationship between Shelby and her brother?*

Key Ideas:

- The dialogue describes Ben as “friendly” and “cute,” which is different from how Shelby describes him.
- Shelby describes Ben as “annoying,” and this discrepancy between descriptions of Ben shows us that she is jealous of Ben’s ability to be brave.

Have students independently read to the end of the passage.

Ask:

What have we learned about Shelby’s relationships and how they affect her?

Key Ideas:

- We learn that her parents think she is very shy, but the dialogue shows that Shelby disagrees with her parents about how shy she is and also that she is jealous of her brother’s ability to be brave when meeting new people.
- When she is at the party with her brother, his ability to talk about her special skills like being “the best swimmer” or being able to “run super fast” helps her feel brave.
- The way that her brother talks about her makes her feel brave and thus helps her learn how to calm herself down and be brave by thinking about her strengths.

Respond

Prompt: How does Erin Beth Liles use **dialogue** to help us understand Shelby and Ben’s relationship?



Key Ideas:

- Erin Beth Liles uses **dialogue** to show how Shelby’s relationship with her brother helps her learn to be brave.
 - At the beginning of the story, whenever someone speaks to Shelby, Liles contrasts the person’s words with Shelby’s thinking. For example, the **dialogue** shows how people describe her as shy, but her inner thoughts show that she knows there is much more to her than her shyness. This contrast shows that while other people perceive Shelby as shy, she believes she is more than that.
 - Then, when Shelby wants to go to a party and feel brave, the **dialogue** between Ben and the rest of the party helps Shelby feel brave. Ben’s descriptions of Shelby also help her feel brave. For example, when Ben says she is “the best swimmer” and can “run super fast,” Shelby feels less shy and more brave.

As students write, use your plan to circulate, observe, and coach. Notice trends, particularly those related to the day's Teaching Point (e.g., recognizing **dialogue** and how it shows character relationships).

Debrief and Revise

Facilitate a discussion of student work that highlights the trends you noticed by strategically sharing student exemplars or pieces that could use support or feedback in your target area.

For this lesson, you may want to highlight or provide feedback on:

- Claims, and whether they name an idea about Shelby's character.
- Evidence, and whether students select evidence that includes **dialogue**.



Direct students to revise their writing based on the discussion. Remind students to apply the day's Teaching Point moving forward.

Lesson 5**LESSON OVERVIEW****TEACHING POINT:**

- Readers use everything they know about reading words and comprehending texts to help them independently make meaning of a text.

KEY VOCABULARY:

- N/A

MATERIALS:

- “No One Ever Listens to Me”

UNIT PORTFOLIO:

- N/A

COMMON CORE STATE STANDARDS FOCUS:

- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Lesson 5

SUGGESTED AGENDA

30 min. Lesson 5: Independent Text

25 min. Read and Respond

5 min. Debrief

Notes for Lesson Differentiation

**TO
SUPPORT:**

- Lesson 5, Read and Respond: Before Read and Respond, give students time to preview the text by reading for accuracy.

**TO
ADVANCE:**

- Lesson 5, Debrief: Have students write one or two questions about the text to ask a partner or the class.

Lesson 5: Independent Text

Main Idea **Title:** “No One Ever Listens to Me”

As students read independently today, they will uncover the following ideas:

- Patty Jo is a young girl who feels frustrated because nobody listens to her, even though she tries to express herself by yelling, just like her baby brother when he yells.
- Throughout the day, Patty Jo experiences various situations where her yelling doesn't make a difference, leading her to feel upset and discouraged.
- Then, Patty Jo is asked her opinion, and when she uses her regular voice to express herself, people listen to her. Patty Jo realizes that using her regular voice and calmly expressing herself is more effective in getting others to listen to her.
- Yelling does not necessarily get you the type of attention you want. When you express yourself calmly and respectfully, you are more likely to be heard and better able to communicate with others and resolve conflicts.

Read and Respond

Teaching Point: Readers use everything they know about reading words and comprehending texts to help them independently make meaning of a text.

*Throughout the week, we studied a text together. Now, you will read a new independent text: “No One Ever Listens to Me” by Pat Parker. Remember, **readers use everything they know about reading words and comprehending texts to help them independently make meaning of a text.***

Have students independently read and annotate the text using the genre frames. Then, have students jot its main idea and respond to questions about it.

As students work, use your plan to circulate, observe, and coach students. Notice trends related to students' understanding of the text's main idea, particular questions, and/or the week's Teaching Points (e.g., recognizing affixes, stopping to figure out unknown words, thinking about character change to understand the lesson, and paying attention to dialogue to understand characters).

Debrief

Based on the trends you noticed, share or facilitate a brief discussion of the main idea or of work that could use support or feedback in your target area.