

# Instructional Learning Series

## Grade 3—Read Literary Texts Playlist

The Digital Library Instructional Learning Series links Smarter Balanced Digital Library resources with content from Interim Assessment Blocks. The Digital Library resources on this list are intended to supplement a teacher’s core curriculum and may not address every standard assessed by the Grade 3—Read Literary Texts Interim Assessment Block. For each resource on this list, a brief description is provided along with the Common Core State Standards (CCSS) of focus and estimated instructional time. Many of the formative assessment practices featured in these resources can be used across grades and content areas.

### Learning Goals

Students understand how to:

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- recount stories, including fables and folktales and determine their central message, lesson, or moral.
- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

### Success Criteria

Students can:

- explain how key details are conveyed in a text.
- make an inference about a literary text or texts and identify details within the text or texts that support that inference.
- determine the meaning of a word or phrase based on its context in a literary text.
- determine how the overall structure of a text impacts its meaning.
- interpret the intent and use of a literary device in context and analyze its impact on meaning.

Title	Resource Overview
<p><a href="#">Close Reading of “The Memory String” by Eve Bunting</a></p> <p>CCSS of focus: RL.3.1, RL.3.2, RL.3.3, RL.3.4</p> <p>Estimated Instructional Time: 120 min.</p>	<p>This resource features a close reading of <i>The Memory String</i>, a book by Eve Bunting. The lessons use guided questioning in partner and whole group discussion to promote rich understandings of the text and provide access to graphic organizers designed to focus students on various aspects of the text including key ideas and details and the craft and structure. The tools allow students to describe features of the text, and integrate personal</p>

	knowledge and ideas to build on textual evidence to support conclusions.
<p><a href="#">Exemplar Lesson Text with Mini-assessment: Because of Winn Dixie</a> </p> <p>CCSS of focus: RL.3.1-5, L.3.1-5</p> <p>Estimated Instructional Time: 180 min.</p>	<p>This resource includes comprehensive lesson plans to be delivered over a three-day period based on an excerpt from the book by Kate DiCamillo, <i>Because of Winn Dixie</i>. The formative assessment opportunities are rich and offer questions that elicit inferences based on the provided excerpt. The 25-minute, seven-question assessment is modeled on interim and summative tests in that students answer tiered questions, with secondary responses justifying choices selected on the primary item.</p>
<p><a href="#">The Story of Fidgety Philip: Common Core Reader Exemplar</a> </p> <p>CCSS of focus: RL.3.1, RL.3.3, RL.3.4, RL.3.5</p> <p>Estimated Instructional Time: 90 min.</p>	<p>This resource includes a comprehensive lesson plan and student materials for use in a close reading of "The Story of Fidgety Philip", a poem by Heinrich Hoffman. The guiding questions and student activity include key academic vocabulary and opportunity for poetry-specific discussions.</p>
<p><a href="#">Putting 'Close Reading' into Practice with The Lion and the Mouse</a> </p> <p>CCSS of focus: RL.3.1-4, L.3.4a</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes detailed lesson plans and student materials intended to guide the annotation of a fable. The lesson includes teacher modeling instructions to provide students with clear expectations for meeting the learning target.</p>
<p><a href="#">"Stopping by Woods on a Snowy Evening" Poetry Study</a> </p> <p>CCSS of focus: RL.3.1, RL.3.5, L.3.4a, L.3.4d, L.3.5a</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes detailed lesson plans with embedded direction for addressing each attribute of the formative assessment process. Using close-reading prompts and metacognitive strategies, the materials provide a multifaceted approach to the Robert Frost poem, "Stopping by Woods on a Snowy Evening." In addition to interpreting the poem's content, students also focus on the thinking, speaking, and visualizing skills used to strengthen reading comprehension and engagement in the meaning-making process.</p>
<p><a href="#">"Something Told the Wild Geese" Poetry Study</a> </p> <p>CCSS of focus: RL.3.1, RL.3.5, L.3.4a, L.3.4d, L.3.5a</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes detailed lesson plans providing multiple opportunities for teachers to address all attributes of the formative assessment process. Using the poem, "Something Told the Wild Geese," by Rachel Field, students engage in reading and critical thinking exercises to closely examine the author's word choice and how those choices create a voice. Students also study the poem's organization and revise creative writing in order to develop sentence fluency.</p>

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