

Instructional Learning Series

Grade 4—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 4—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:

- use details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- determine the theme of, and summarize, a story, drama, or poem from details in the text.
- use context as a clue to the meaning of a word or phrase.
- consult reference materials to determine or clarify the precise meaning of key words and phrases.

Success Criteria

Students can:

- identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.
- determine the theme and summarize key events of a text using supporting evidence.
- determine the meaning of a word or phrase based on its context in a literary text.
- use resources to determine the correct meaning of an unknown word or phrase in a literary text.

Title	Resource Overview
<p>Common Core Teaching and Learning Strategies: ELA, Literature K-5</p> <p>CCSS of focus: RL 4.1-9</p> <p>Estimated instructional time: 60 min.</p>	<p>This resource includes grade-specific tools aligned with the Common Core State Standards, College and Career Readiness Anchor Standards. Emphasis has been placed on developing close analytic skills and having students tackle more complex ideas. Each graphic organizer or lesson idea is adaptable to accommodate locally selected text and resources.</p>

<p>Writing an Effective Summary: Somebody Wanted But So Then </p> <p>CCSS of focus: RL 4.1, 4.2</p> <p>Estimated instructional time: 180 min.</p>	<p>This graphic organizer and lesson plan are intended to help students demonstrate their ability to identify key elements of a text and apply that information when writing an effective summary.</p>
<p>Prepare for Discussion with Reciprocal Teaching Thinking Form </p> <p>CCSS of focus: RL 4.1, 4.4</p> <p>Estimated instructional time: 180 min.</p>	<p>This resource includes a graphic organizer intended to document student thinking under the categories of clarify, question, summarize, and predict. Students form cooperative learning groups, then take turns leading each other in discussion and respond to textual ideas with the assistance of their thinking sheets.</p>
<p>Inferences - "What didn't you say?" </p> <p>CCSS of focus: RL 4.1, 4.3</p> <p>Estimated instructional time: 60 min.</p>	<p>This lesson plan and short animated videos are used to prepare students for rich discussion. This resource is intended to help students understand and engage in a rich discussion about the concept of inference.</p>
<p>Clarify New Vocabulary </p> <p>CCSS of focus: L 4.4</p> <p>Estimated instructional time: 60 min.</p>	<p>This resource includes a lesson plan and student materials intended to teach students how to reference print and digital resources to clarify vocabulary in primary and secondary resources.</p>
<p>Quiz Quiz Trade Protocol to Support Learning Vocabulary </p> <p>CCSS of focus: L 4.4</p> <p>Estimated instructional time: 30 min.</p>	<p>This 3-minute video demonstrates the “Quiz-Quiz-Trade” strategy for building vocabulary skills and knowledge with grade four students.</p>