Third Grade Literacy Recall

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Third Grade Literacy Recall

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Mentor: Dr. Amy Spiker
Honors College
Introduction

What is EdTPA?

Why I Chose Literacy Recall?

How did I execute this?

What did I learn as a Pre-Service Teacher?
What is EdTPA?

- “edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom”
- **Educative Teacher Performance Assessment**
- Comprised of 3 segments Planning, Instruction and Assessment each with plans, evidence, and commentaries
Why I chose to look at Literacy Recall

- Comprehension increased when activating prior knowledge before reading a text
  - Meaningful learning can take place, making sense of learning experiences
- Literacy Recall takes place after reading the text
  - Graphic Organizers
  - Vocabulary Sorting
  - Theme matching activities
  - Re-reading and highlighting the text
- Purpose of Literacy Recall- aides in Literacy Comprehension
  - Preparedness for upper grades
  - Applicable outside of school
  - CCSS.ELA-LITERACY.CCRA.W.2 (Anchor Standard)
    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Literacy Recall in Learning Segments

Lesson 1 Graphic Organizer and Questions
- Students will be able to identify the main events in the literary story “The Big Hike” by filling out the attached graphic organizer for main events and the main character’s feelings.
- Students will be able to solve and answer multiple choice questions through close-reading of the story to practice text-recall and critical analysis of the text.

Lesson 2 Writing a Narrative
- Students will be able to construct and build upon the graphic organizer to retell the story in their own words using details from the text and images.
- Students will be able to extrapolate in their writing upon Tamara’s feelings from the text for the purpose of creating a narrative piece of writing.

Lesson 3 Vocabulary and Questions
- Students will be able to categorize vocabulary words seen in the text with definition to practice word recognition.
- Students will be able to identify and review the causes of endangerment according to the text with multiple-choice assessments.

Lesson 4 Writing
- Students will be able to compare and contrast the effects of humans on animal species with a Venn Diagram.
- Students will be able to integrate details from two texts together in a paragraph with complete sentences.
- Students will be able to comprise and explain their own opinion on the effects of humans on the environment.
<table>
<thead>
<tr>
<th>Rubric</th>
<th>1-2 points 7 students total: 25%</th>
<th>3-4 points 19 students total: 68%</th>
<th>5 points 2 students total: 7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling in final paragraph</td>
<td>More than 5 spelling errors</td>
<td>Between 3 and 5 spelling errors</td>
<td>Less than 3 spelling errors</td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td>Organizer is less than half filled out and one suggestion of their peer review has been used.</td>
<td>Organizer is mostly filled out and they have somewhat used their peer review suggestions.</td>
<td>Filled out completely. Student has clearly peer reviewed and taken into account what their classmate has said.</td>
</tr>
<tr>
<td>Complete Paragraph</td>
<td>Less than four sentences in entire paragraph. It is missing an introductory sentence, details from the text, or their own opinion. Student has not put genuine time and effort into this.</td>
<td>The paragraph has four sentences. It has an introductory sentence. The body of the paragraph has included 2 or more details from the text along with their own opinion. Student has put some time and effort into this paragraph and piece of writing.</td>
<td>The paragraph has five or more sentences with an introductory sentence. The body of the paragraph has included 3 or more details from the text along with their own opinion. Student has clearly put time and effort into this paragraph and piece of writing.</td>
</tr>
<tr>
<td>Participation</td>
<td>Student was on task 70% or less of the time, behavior met some expectations, and student sat in class discussion.</td>
<td>Student was on task 80% of the time, asked questions, behavior mostly met expectations, and student listened in class discussion.</td>
<td>Student was on task 90% of the time, asked questions by raising their hand, behavior met expectations, and student participated in class discussions.</td>
</tr>
</tbody>
</table>
What I found

Trends of learning for students:

- Not completely filling out the Venn Diagram
- Forgetting to write a topic and conclusion sentence
- Not writing their paragraph at all
- Struggling with pulling out relevant details from the text to support their paragraph
- Struggling to create a complete paragraph
What I learned

- Use of the selected language function (retell) on graphic organizer
  - Identify important details from the articles in their own words
  - Use of vocabulary by not only identifying key information from the articles in the diagram, but also in their paragraph response
  - Transitions aiding with the syntax of their paragraph by creating a very distinct and clear paragraph with reasons

- Assessment to inform further instruction
  - Conferencing with each student independently that day
  - Student would get to ask questions about the comments and the teacher would identify on a notecard the next things for that student to work on in their writing
Questions?
References


Christen, William L. Murphy, Thomas J. 1991. Increasing comprehension by activating prior knowledge. ERIC digest. ERIC Clearinghouse on Reading and Communication Skills Bloomington IN. Online.


All Photos have been taken by Annie Layden.