

Literacy Competencies - Examples

February 17, 2012

Lit Competency #4 Story Structure Lesson Reflection

JKG

For the story structure element of this competency, I read the story *The Garden of Abdul Gasazi* by Chris Van Allsburg to the students. This story happens to be one of their anthology stories and they were later tested on their comprehension of the book. Before I read the story to them, we talked about the elements of story structure. We discussed how the author sets up the beginning of the story with the characters in a particular setting. By the middle of the story, the characters have a problem they are facing and the story usually ends as they solve the problem.

After the mini-lesson, I did a read-aloud with the students. I stopped periodically and asked questions and even had the students write down questions they had at different points. For the closing activity the students completed a story map graphic organizer from their reading practice book. The graphic organizer asked them to write about the characters, setting, plot, problem and solution of the story.

Later that week when we tested the students on their comprehension of the story, they received higher scores than they had on previous comprehension tests. I truly believe this had a lot to do with the story map they completed. It truly helped contextualize and organize the plot of the story for them.

WTO

PK

Story Structure



R.3.2

Objective

Today we will identify basic plot and structure of a fiction story.

Prior Knowledge

- We know about main idea of a story.
- We can identify characters and setting of a story.
- We can read a story and listen to a story being read to us.

CU -
What are characters?
What is the setting of a story?

Concepts

Big Idea

When we identify the structure of a story, we think about what happened in the beginning, middle and end of the story.

Lit. Competency #4

Importance

It is important to know about story structure and plot because:

- it will help you comprehend (or understand) who is in the story and what the it is about.
- it is a third grade standard
- it will help you in third grade and beyond
- it will be on the big test

CU-
Why is it important to know about story structure or plot? Why?

Skill

To comprehend or understand the plot or structure of a story we need to look at three sections of the story:

Beginning

Middle

End

CU-
How many parts does a story have?
What are the parts of a story?

Skill

In the beginning of the story we need to focus on:

- the characters or who is in the story
- the setting or where the story takes place

CU-
What are the characters of a story?
What is the setting of a story?



Skill

In the *middle* of the story, it is important to understand:

- the main problem that the characters are facing or what they are trying to do

CU-
What do you focus on in the middle of a story?

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 Skill 

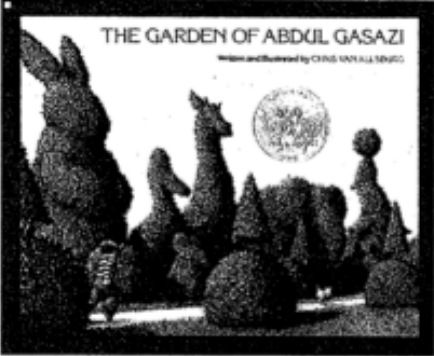
In the end of the story look for:

- the solution or how the problem was settled

CFJ-
What do you look for at the end of a story?

Closure

Let's practice these skills by reading the story The Garden of Abdul Gasazi by Chris Van Allsburg



Practice

Now that we have discussed story structure and read the story, let's practice these skills by:

completing the Story Map on pg. 188 in your Reading Practice Book

Name Kristen

The Garden of Abdul Gasazi

Graphic Organizer
Story Map

Story Map



The Garden of Abdul Gasazi

Characters Fritz Alan Miss. Hester Mr. Gasazi	Setting Miss. Hester's house Garden
Plot	
Problem Fritz got off his leash	
What Happens Miss. Hester has to go somewhere. Alan is walking Fritz. Then of a sudden Fritz gets off his leash. Next Fritz gets captured. Mr. Gasazi said to Alan he was on deck.	
Ending The when he went to tell a Miss. Hester Fritz was the houses	

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February 14, 2012

Lit Competency #5
Expository Text Reflection

For this competency, my master teacher and I decided to not only teach students about the different parts of expository text and how to use non-fiction books to gather information, but also to complete a research project and tie-in science content as well. I completed this assignment with the proficient and advanced RTI group after they reviewed writing a topic sentence. This group is made up of the gifted students from all three of the third grade classrooms.

I created and taught an EDI lesson on the parts of an informational text such as title page, table of contents, chapter headings, glossary, and the index. The students needed this information to help them as they completed their research project. After the lesson, the students were able to pick a partner to do their research with. For the research project, the students decided on a wild animal to write about. We went to the library together and they checked out an expository text to help them fill out a graphic organizer (example attached) about their animal. They used the information they gained to write a 5-point paragraph on their animal.

I thought this project was a fun activity for the gifted students in my RTI group. They were very excited to do something out of the ordinary and really enjoyed searching for the information about their animal. I am impressed with how it all turned out!

Today we will use informational materials to complete a research project and write a paragraph.

RC.218.W.1.1

Activating Prior Knowledge

Earlier this year you learned to use

- Title
- Table of Contents
- Chapter Headings
- Glossary
- Index

to locate information

Concept Development

The title page tells us the author, the title of the book, the illustrator, and the publisher.

The table of contents tells us what topics can be found in the book and the page they start on.

The chapter heading tells us what the chapter (section) will be about.

The glossary tells you the definition of words used in the book.

The index tells you on what page you can find a topic.



Concept Development

A title page is used to find out who the author is, who the illustrator is, and who published the book.

Example	Nonexample
	


Concept Development

The table of contents tells us what topics are in the book and the page they start on.

Example	Nonexample
	



Concept Development

The chapter heading tells us what the chapter (section) will be about.

Example	Nonexample
<p style="text-align: center;">1</p> <p style="text-align: center;"></p> <p style="text-align: center;">Gnomes in the City</p> <p><small>Talking to the kids: Most of them would be excited with other than the other, each carrying the same little animals, they, the world's greatest...</small></p>	<p><small>100</small></p> <p><small>101</small></p> <p><small>102</small></p> <p><small>103</small></p> <p><small>104</small></p> <p><small>105</small></p> <p><small>106</small></p> <p><small>107</small></p> <p><small>108</small></p> <p><small>109</small></p> <p><small>110</small></p> <p><small>111</small></p> <p><small>112</small></p> <p><small>113</small></p> <p><small>114</small></p> <p><small>115</small></p> <p><small>116</small></p> <p><small>117</small></p> <p><small>118</small></p> <p><small>119</small></p> <p><small>120</small></p> <p><small>121</small></p> <p><small>122</small></p> <p><small>123</small></p> <p><small>124</small></p> <p><small>125</small></p> <p><small>126</small></p> <p><small>127</small></p> <p><small>128</small></p> <p><small>129</small></p> <p><small>130</small></p> <p><small>131</small></p> <p><small>132</small></p> <p><small>133</small></p> <p><small>134</small></p> <p><small>135</small></p> <p><small>136</small></p> <p><small>137</small></p> <p><small>138</small></p> <p><small>139</small></p> <p><small>140</small></p> <p><small>141</small></p> <p><small>142</small></p> <p><small>143</small></p> <p><small>144</small></p> <p><small>145</small></p> <p><small>146</small></p> <p><small>147</small></p> <p><small>148</small></p> <p><small>149</small></p> <p><small>150</small></p> <p><small>151</small></p> <p><small>152</small></p> <p><small>153</small></p> <p><small>154</small></p> <p><small>155</small></p> <p><small>156</small></p> <p><small>157</small></p> <p><small>158</small></p> <p><small>159</small></p> <p><small>160</small></p> <p><small>161</small></p> <p><small>162</small></p> <p><small>163</small></p> <p><small>164</small></p> <p><small>165</small></p> <p><small>166</small></p> <p><small>167</small></p> <p><small>168</small></p> <p><small>169</small></p> <p><small>170</small></p> <p><small>171</small></p> <p><small>172</small></p> <p><small>173</small></p> <p><small>174</small></p> <p><small>175</small></p> <p><small>176</small></p> <p><small>177</small></p> <p><small>178</small></p> <p><small>179</small></p> <p><small>180</small></p> <p><small>181</small></p> <p><small>182</small></p> <p><small>183</small></p> <p><small>184</small></p> <p><small>185</small></p> <p><small>186</small></p> <p><small>187</small></p> <p><small>188</small></p> <p><small>189</small></p> <p><small>190</small></p> <p><small>191</small></p> <p><small>192</small></p> <p><small>193</small></p> <p><small>194</small></p> <p><small>195</small></p> <p><small>196</small></p> <p><small>197</small></p> <p><small>198</small></p> <p><small>199</small></p> <p><small>200</small></p>



Concept Development

The glossary gives the meaning of words found in the book.

Example	Nonexample
	

Concept Development

The index shows you the exact page that topics are on.

Example	Nonexample
	

Importance

It's important to use the parts of a book to locate information because:

1. Using Parts of a Book is a shortcut for finding information.
2. Knowing how to use Part of a Book help you when you are writing a research paper.
3. You will be tested on it.

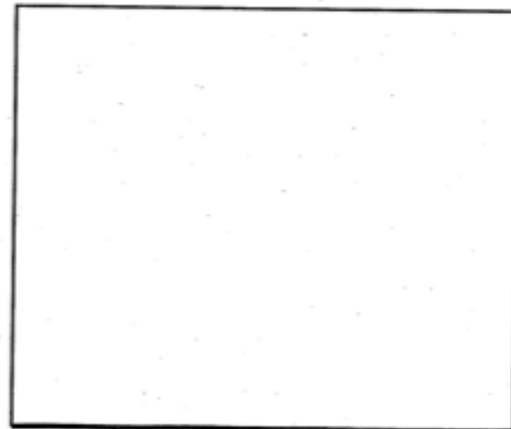
Guided Practice

Looking for a definition or term meaning?	Looking for what page a specific subject is on?	Looking for what chapters or topics are in the book?	Looking for the author, title, when, or where the book was published?
↓	↓	↓	↓
YES. Use the Glossary.	YES. Use the Index.	YES. Use the Table of Contents.	YES. Use the Title Page.

Independent Work

Animal Report:

- 1 - Pick a wild animal to do a research project on.
- 2 - Find an informational book or books at the library about that animal.
- 3 - Complete the "Animal Report" worksheet.
- 4 - Write a complete 5-point paragraph using the information you learned.



Name: _____

Animal Report

Habitat:



Food:



Animal & Picture:

Interesting Fact #1:

Interesting Fact #2:



February 1, 2012

Lit Competency #6
Writing Reflection

The past two weeks we learned about main idea and details and how to identify them in an article. I also taught the students how to write a well developed topic sentence. Then, the students started the writing process by filling in a graphic organizer that was in the shape of a hanger with spots to fill in the topic and 4 details. They were given the freedom to choose their own topic, which they were very excited about. After completing this pre-writing activity, the students were asked to use the diagram to write their own well-developed paragraph. The graphic organizer really helped the students arrange their thoughts and write complete paragraphs that were on topic. Because of the supporting details they wrote in the organizer, all they had to do was come up with a topic sentence and a conclusion sentence when they finished filling it out.

After the initial pre-write, the students wrote their rough draft and brought it to me for revisions and editing. Then they were given special paper for their final draft, which we displayed on the writing wall.

I truly saw a dramatic change in the students' writing after this activity. They were able to stay on-topic and compose a well-written paragraph when they would normally include unnecessary details. I am really proud of their work and will continue to use some sort of graphic organizer to help them for their future writing assignments.

*Providing structure
helps students
to be successful!*