

## CREATE A CHART

### Performance Standard 1C.A

Make a picture chart that compares two reading selections, using all of the following comprehension skills accordingly:

- *Using illustrations/text to reproduce content:* Use text and pictures to create an accurate representation of the story; use context clues in pictures to aid understanding.
- *Responding to questions:* Answer questions by creating a picture; include most details from both written text and text illustrations; place all information in chart categories.
- *Retelling:* Discuss story and demonstrate a correct understanding of information; include inferences supported by explicit information from text when recalling information.

### Procedures

1. *In order to comprehend a broad range of reading materials (1C)*, students should experience sufficient learning opportunities to develop the following:
  - Identify the motives of characters in a story.
  - Compare familiar books that have the same theme.
  - Supply information about fiction and non-fiction materials in age-appropriate illustrations and charts.
  - Retell a story (i.e., beginning, middle, and end).
  - Recognize context clues in illustrations.
  - Use illustrations to answer questions about a story.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read two selections that have a common subject. Have the students discuss the characters, plot and setting, or the topic, events and location as appropriate to the text. Make a chart template on paper in three sections with a heading for each section such as Who, What, and Where. Give students the chart template with the categories that correspond to the discussed topics and explain the chart to them. Have the students review the two selections you read so they can fill in the information for the chart.
4. Ask each student to fill in the information for the chart by drawing a picture under each category for both stories on separate rows or separate papers, and showing how the stories are alike or different. He/she can refer to the text.
5. Have the student retell both stories and how they compare. Each student will use the pictures to describe each text with statements like the following: “Story 1 had a pig, but story 2 had a cow.” By using the chart, each student will tell something about the text that compares the stories.
6. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

**Examples of Student Work follow**  
(*Franklin Goes to School* and *The Kissing Hand*)

### Time Requirements

- Three class periods (not including reading the selections)
- Read a story & start the chart on the same day.
- Allow enough time to finish before proceeding to the next story.
- Conduct the oral comparison on a different day.

### Resources

- Crayons
- Two different texts with a similar topic (*Franklin Goes to School*, *First Day of School*, *The Kissing Hand*)
- Copies of the chart template
- Create A Chart Rubric

## CREATE A CHART

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 11 - 12 total points)
- Meets standard (must receive 8 - 10 total points)
- Approaches standard (must receive 5 - 7 total points)
- Begins standard or absent (must receive 3 - 4 total points)

	<b>Using Illustrations/Text to Reproduce Content</b>	<b>Responses</b>	<b>Retelling</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student uses text and pictures to create an accurate representation of the story.</li> <li>• Student can use context clues in pictures to aid understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can create a picture response (to answer) to all (3) questions.</li> <li>• Student includes most details from both the written text and from text illustrations.</li> <li>• Student can place correct information in all chart categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can discuss story and demonstrate a correct understanding of information.</li> <li>• Recall includes inferences supported by explicit information from text.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student uses pictures and limited text to create an accurate representation of the story.</li> <li>• Student can use context clues in pictures to aid understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can create a picture response (to answer) to most questions.</li> <li>• Student includes details from written text and/or illustrations.</li> <li>• Student can place correct information in two chart categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can discuss story and demonstrate a correct understanding of information.</li> <li>• Recall includes explicit information from the text.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student can use pictures to create an accurate representation of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can create a picture response that relates to the story (does not specifically answer questions).</li> <li>• Student includes limited details from text illustrations only.</li> <li>• Student can place correct information in only one chart category.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can discuss story, but demonstrates a limited understanding of information.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Student creates a picture representation that is not accurate according to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Student did not create a picture from the story in response to any chart category.</li> </ul>	<ul style="list-style-type: none"> <li>• Student cannot discuss story or discussion shows no understanding or incorrect text information.</li> </ul>
<b>Score</b>			

CREATE A CHART

<b>Who</b>	<b>What</b>	<b>Where</b>

# Who

Franklin  
 Bear  
 Beaver  
 Rabbit  
 Fox



"Meets" (page 1)

# What

Franklin  
 goes to school.



# Where

When  
 Franklin  
 gets off  
 bus.



chestnut  
 mom



chestnut goes to  
 school.



chestnut kisses  
 his mom's  
 hand.



# Alike

Franklen  
 and Ghestr  
 both go  
 to school.  
 + they  
 both  
 have  
 a mom.

# Not Alike

Franklen  
 felt shard.  
 but Ghestr  
 whes  
 Franklen  
 not.  
 has a  
 dad but  
 cestn didnt

# Who "Exceeds" (page 1)

Fraklin  
Caiter, is the mane



Chestr  
Caiter, is the mane



# What

Fraklin's frist day  
of school.

Chestr is nrvis  
abut school.



# Where

Fraklin's new  
school.



Chestr at  
School.



## Alike

They both go to  
School.

They both have a  
Mom.

They both are  
boys.

## Not Alike

They are not  
the same  
animals. The raccoon  
goes to School at  
night, Franklin goes  
to school at day  
time.