

SEQUENCING A STORY WITH PICTURES: TEXT AND TALK

Performance Standard 3B.A

Draw three pictures that illustrate a visit to someone, write text related to the pictures, and tell the story to an audience accordingly:

- *Using writing process:* Use age-appropriate drawing as a prewriting strategy to generate and organize ideas; consistently write text related to the pictures; consistently revise the text before sharing with peers.
- *Telling through writing:* Focus sentences on beginning, middle and end; relate additional elaboration/detail to picture.
- *Participating in conferences:* Consistently and accurately respond to questions about the characters and events in the picture.

Procedures

1. *In order to compose well-organized and coherent writing for specific purposes and audiences (3B)*, students should experience sufficient learning opportunities to develop the following:
 - Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers) to generate and organize ideas.
 - Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).
 - Use details in the telling that relate only to the story in the picture or letter approximations.
 - Respond accurately to questions about the character(s) and event(s) in the picture.
 - Attempt to write text that is related to the picture.
 - Revise the picture/text for classroom publication or sharing with peers.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide read aloud and shared reading experiences to model the story telling process. Each student should be given opportunities to practice telling about the pictures during the shared reading experiences. Each student should have the opportunity to practice sharing his/her drawing/writing prior to the assessment. Provide students with opportunities to use a graphic organizer with three boxes to identify the concepts of beginning, middle and end.
4. Direct students to use a graphic organizer to draw illustrations that show the beginning, middle and end of a trip they took to visit a friend or a relative and to write age-appropriate text to accompany each drawing.
5. After a teacher conference, each student will tell his/her story to an audience using the details in the picture.
6. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- Two class periods

Resources

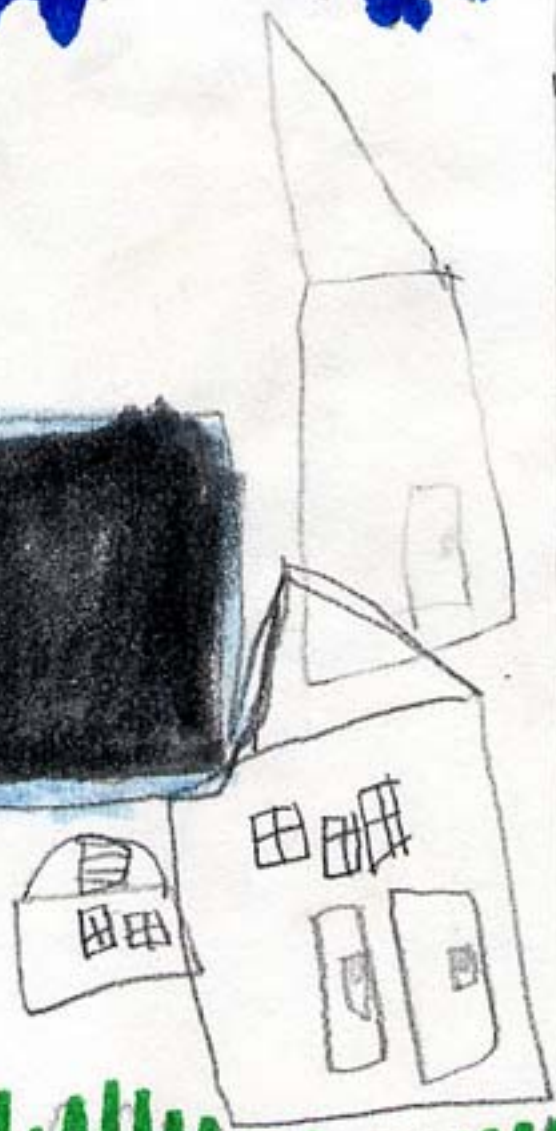
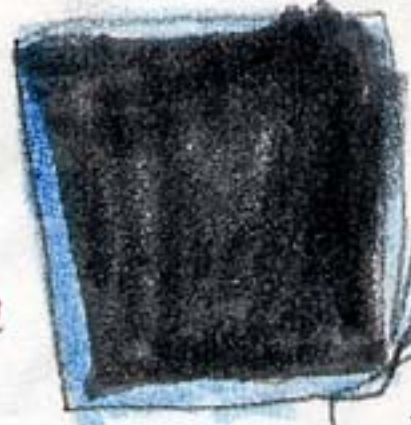
- Copies of the "Sequencing a Story with Pictures: Text and Talk" graphic organizer
- Writing/drawing materials
- Sequencing a Story with Pictures: Text and Talk Rubric

SEQUENCING A STORY WITH PICTURES: TEXT AND TALK

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)

	Writing Process	Telling Through Writing	Conferences
4	<ul style="list-style-type: none"> • Consistently draws pictures that generate and organize ideas as pre-writing strategy. • Consistently writes text related to the pictures. • Consistently revises the text, if necessary, before sharing with peers. 	<ul style="list-style-type: none"> • Sentences focus on beginning, middle and end. • Some additional elaboration/detail related to picture. 	<ul style="list-style-type: none"> • Consistently responds accurately to questions about the character(s) and event(s) in the picture.
3	<ul style="list-style-type: none"> • Draws 2 pictures that generate and organize ideas as pre-writing strategy. • Usually writes text related to the pictures. • Usually revises the text, if necessary, before sharing with peers. 	<ul style="list-style-type: none"> • Sentences focus on beginning, middle and end. 	<ul style="list-style-type: none"> • Usually responds accurately to questions about the character(s) and event(s) in the picture.
2	<ul style="list-style-type: none"> • Draws one picture that generates and organizes ideas as pre-writing strategy. • Writes text that may/may not be related to the pictures. • Occasionally revises the text before sharing with peers. 	<ul style="list-style-type: none"> • Some sentences focus on beginning, middle and end. 	<ul style="list-style-type: none"> • Occasionally responds accurately to questions about the character(s) and event(s) in the picture.
1	<ul style="list-style-type: none"> • No picture uses age-appropriate drawing as a pre-writing strategy to generate and organize ideas. 	<ul style="list-style-type: none"> • No sentences focus on beginning, middle and end. 	<ul style="list-style-type: none"> • Seldom or never uses details in telling that relate only to the story in the pictures or letter approximations or the text.
Score			



I went to visit David. We went to the school and played in the sand.



Then I saw David's school. I had a lot of fun.



ot to ride
We had a



- We got David's cars and
played with them. Then
I went home.

Beginning



I went to my
Granma^d and Grampa^d
house. I got into my
car to get there, and
there we were.

MMeddie

"Exceeds" (page 2)



Ladre in the day
we went swimming.
it was very fun.
then we went to
the big pool.



End

"Exceeds" (page 3)



Then it was time
to go home. I gave
my Granma and Gramp
a hug and said Good
by. and then my
family and I went
home.