

## COMPARE AND CHART THE STORIES

### Performance Standard 2A.B

Develop the same story element description for two different versions of a story and compare them accordingly:

- *Comparing and describing the elements on a chart:* Compare the 3 story elements from both versions of the story; all comparison evidence is from text and pictures.
- *Working cooperatively:* Share all tasks with another student to create one chart; consistently exhibit an awareness of partner's views in discussion.
- *Participating in a discussion:* Display interaction with partner; participate in a discussion centered on the task.

### Procedures

1. *In order to understand how literary elements and techniques are used to convey meaning (2A)*, students should experience sufficient learning opportunities to develop the following skills:
  - Describe and compare characters, settings, and/or events in stories or pictures.
  - Compare different versions of the same story from different cultures and erasNote: Provide opportunities for students to make comparison-chart displaying graphic organizers with pictures or words that include the people, places and actions of a story.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read and discuss at least two versions of the same story.
4. Ask students to complete the task sheet, comparing the characters, setting and events of two versions of a story.
5. Have students work with a partner to discuss the stories and select the same element to compare and combine their ideas on a single chart. (Both independent and combined charts will be submitted to the teacher for evaluation.)
6. Evaluate independent and combined charts using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work follow

#### Time Requirements

- Three class periods

### Resources

- Fiction texts
- Copies of the "Compare and Chart the Stories" task sheet
- Writing/drawing materials
- Compare and Chart the Stories Rubric

## COMPARE AND CHART THE STORIES

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>Compare and Describe The Elements On A Chart (independent activity)</b>   | <b>Working Cooperatively</b>  | <b>Participation</b>   |
|--------------|--|---|--|
| <b>4</b>     | <ul style="list-style-type: none"> <li>• Compares the 3 story elements from both versions of the story.</li> <li>• All comparison evidence is from text and pictures.</li> </ul> | <ul style="list-style-type: none"> <li>• Shares all tasks.</li> <li>• Consistently exhibits an awareness of partner's views in discussion.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Displays interaction with partner.</li> <li>• Leads a discussion centered on the task.</li> </ul>         |
| <b>3</b>     | <ul style="list-style-type: none"> <li>• Compares 2 story elements from both versions of the story.</li> <li>• Most comparison evidence is from text and pictures.</li> </ul>    | <ul style="list-style-type: none"> <li>• Shares all tasks.</li> <li>• Usually exhibited an awareness of partner's views in discussion.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Displays interaction with partner.</li> <li>• Participates in discussion centered on the task.</li> </ul> |
| <b>2</b>     | <ul style="list-style-type: none"> <li>• Compares 1 story element from both versions of the story.</li> <li>• Some comparison evidence is from text and pictures.</li> </ul>     | <ul style="list-style-type: none"> <li>• Shares some tasks.</li> <li>• Occasionally exhibits an awareness of partner's views in discussion.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Occasional interaction with partner.</li> <li>• Some discussion is evident.</li> </ul>                    |
| <b>1</b>     | <ul style="list-style-type: none"> <li>• Does not compare story elements.</li> </ul>   | <ul style="list-style-type: none"> <li>• Seldom or never shares any task.</li> <li>• Seldom or never exhibits an awareness of partner's views in discussion.</li> </ul> | <ul style="list-style-type: none"> <li>• Little or no interaction or discussion between partners</li> </ul>  |
| <b>Score</b> |  |   |  |

*\*Rubric adapted from Prentice Hall, div. of Pearson Education at [www.phschool.com](http://www.phschool.com)*

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

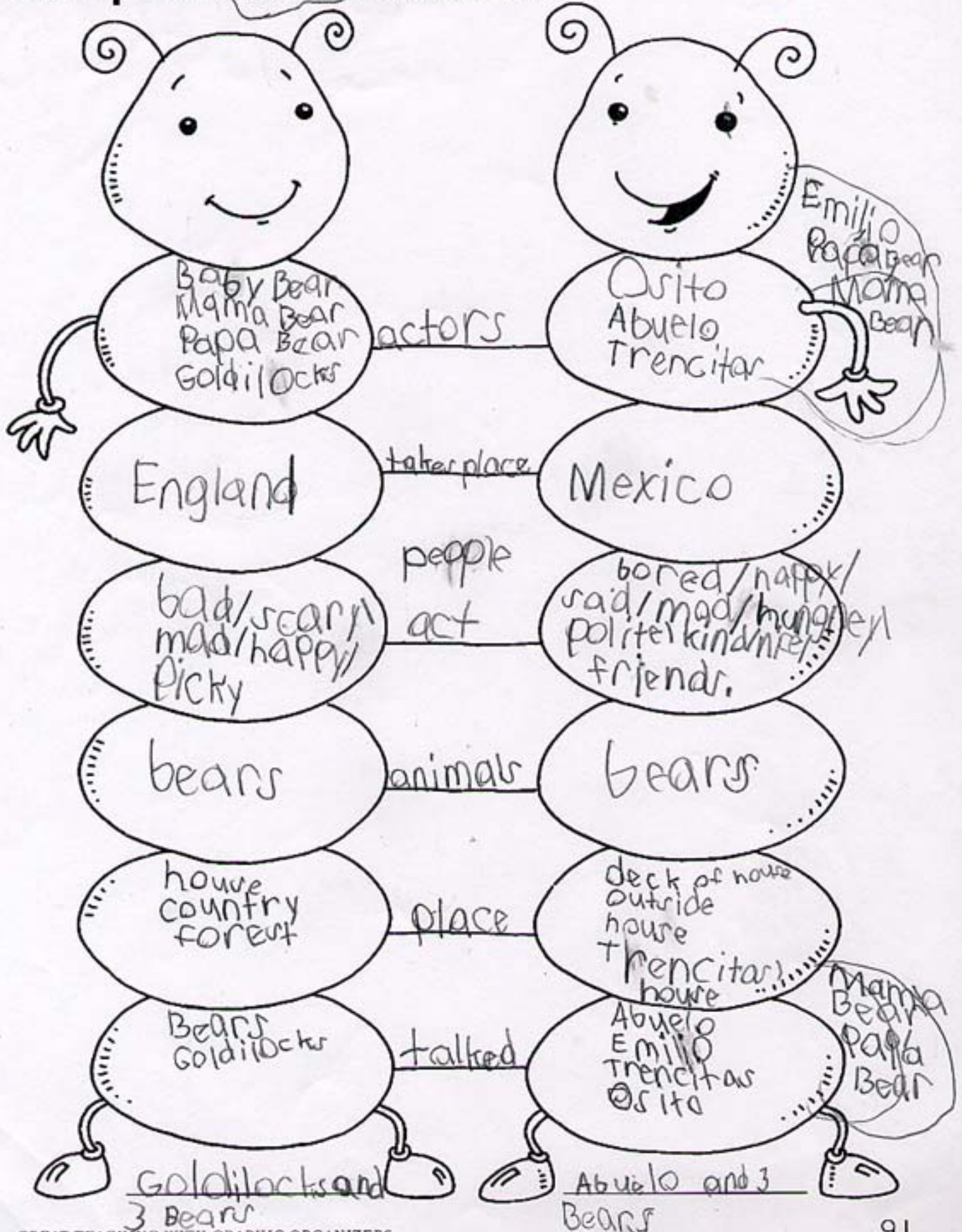
**COMPARE AND CHART THE STORIES**

**Graphic Organizer**

Describe two versions of the same story by comparing the story elements.

| <b>Version 1</b> | <b>Version 2</b> |
|------------------|------------------|
|                  |                  |

# Caterpillar: COMPARE AND CONTRAST



# Cinderella

Name \_\_\_\_\_

202

3-9-01

Version 1

Yeh-Shen

Yeh-Shen is her name.

Yeh-Shen have one step sister and one step mother.

The step mother cill the fish.

The fish could tall.

Yeh-Shen have gold Sliper.



Version 2

Cinderella

Cinderella is her name.

Cinderella have two step sisters and one step mother.

Cinderella have a fairy grandmother.

The step mother and the step sister tern into a rabbit.

Cinderella go to the ball.

Cinderella duce with the pricen.

