

## THAT REMINDS ME

### Performance Standard 2B.B

Interpret how a story character's problem is similar to a personal life experience accordingly:

- *Drawing a picture:* Provide all the necessary details in a drawing to demonstrate understanding of a character's problem in a literary selection.
- *Writing:* Clearly state connection between text and personal life.
- *Discussing:* Consistently relate a personal connection to a text idea; consistently focus on the common theme/idea between student experience and literary selection.

### Procedures

1. *In order to read and interpret a variety of literary works (2B)*, students should experience sufficient learning opportunities to develop the following skills:
  - Investigate self-selected/teacher selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
  - Make a reasonable judgment with support from the text.
  - Make connections between the text and personal ideas and lives.
  - Discuss several works that have a common idea.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Read aloud (or have students read) literary selections about characters who experienced a problem. Ask each student to do the following:
  - Create a picture that shows an occasion when he/she felt like a character in the selection.
  - Include one sentence that explains the picture.
  - Display picture and discuss personal experience.
4. 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

- One class period
- Not all students have to be assessed on the same day.

### Resources

- Fictional or non-fictional literary selections representative of various societies, eras or ideas
- Writing/drawing materials
- That Reminds Me Rubric

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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>Picture</b>	<b>Sentence</b>	<b>Discussion</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• All of the details given in the drawing demonstrate an understanding of the literary selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence clearly states connection between text and student's personal life.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently relates a personal connection to a text idea.</li> <li>• Consistently focuses on the common theme/idea between student experience and literary selection.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Most of the details given in the drawing demonstrate an understanding of the literary selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence reflects some connection between text and student's personal life.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually relates a personal connection to a text idea.</li> <li>• Usually focuses on the common theme/idea between student experience and literary selection.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Some details given in the drawing demonstrate an understanding of the literary selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence implies a connection between text and student's personal life</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally relates a personal connection to a text idea.</li> <li>• Occasionally focuses on the common theme/idea between student experience and literary selection.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Few or no details given in the drawing demonstrate an understanding of the literary selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence shows no connection between text and student's personal life.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom/never relates a personal connection to a text idea.</li> <li>• Seldom/never focuses on the common theme/idea between student experience and literary selection.</li> </ul>
<b>Score</b>			

"Meets"



"Meets"

I can make a connection  
Mary Jo was nervous for show and tell

"Exceeds"

"Exceeds"



I felt like Mary Jo because

I got a firefly and I thought my sister  
didn't have any and Mary Jo got a grasshopper  
and she thought her class mates didn't have any