

STORY PYRAMID AND COMPARISON

Performance Standard 1C.D

Create a story pyramid and a paragraph summary that demonstrate comprehension of a reading text accordingly:

- *Comprehending*: Demonstrate an accurate understanding of important information in the text by providing succinct, accurate, clear responses; use words that provide insightful information.
- *Using story elements*: Use information from the text to correctly identify all story elements.
- *Using supporting evidence*: Use relevant and accurate text information in the comparison; make comparisons that are specific and fully supported.
- *Transferring story elements*: Smoothly transfer all story elements to the comparison; give each story element equal attention in the comparison.

Procedures

1. *In order to comprehend a broad range of reading materials (1C)*, students should experience sufficient learning opportunities to develop the following skills:
 - Compare themes, topics, and story elements of various selections by one author.
 - Make generalizations based on relevant information from expository text.
 - Recognize main ideas and secondary ideas in expository text.
 - Paraphrase/summarize narrative text according to text structure.
 - Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
2. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it. Use an overhead transparency and a reading selection that the class has already read to demonstrate how to fill out a story pyramid and develop a story summary.
3. Ask each student to read two selections by one author. Give the students two copies of their own story pyramids and the instructions for filling out the blanks on the story pyramids. Students complete their own story pyramids individually using the directions given. Students may consult texts if necessary.
4. After they complete the pyramids, ask students to use the information in the pyramid to develop a written comparison of the texts.
5. Evaluate each student's work using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- Three class periods (not including time spent reading the story)

Resources

- Two literary works by each author (two by the same author for demonstration purposes and two by the same author for student use)
- Copies of the story pyramid and the information that is to be filled out on the story pyramid
- Story Pyramid and Comparison Rubric

STORY PYRAMID AND COMPARISON

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	PYRAMIDS		COMPARISON	
	Comprehension	Story Elements	Evidence of Text	Transference of Story Elements
4	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of important information in the text by providing succinct, accurate, clear responses. • Each word provides insightful information. 	<ul style="list-style-type: none"> • Reader uses information from the text to correctly identify all requested story elements. 	<ul style="list-style-type: none"> • Reader uses relevant and accurate text information in the comparison. • Most points are specific and fully supported. 	<ul style="list-style-type: none"> • Reader smoothly transfers all story elements to the comparison.
3	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of important information in the text by providing succinct, accurate, clear responses. • Some words provide insightful information. 	<ul style="list-style-type: none"> • Reader uses information from the text to correctly identify most of the requested story elements. 	<ul style="list-style-type: none"> • Reader uses relevant and accurate text information in the comparison. • Some points are specific; some may be general and not fully supported. 	<ul style="list-style-type: none"> • Reader transfers most story elements to the comparison.
2	<ul style="list-style-type: none"> • Reader demonstrates an understanding of important information in the text by providing some accurate responses. • Lacks insight. 	<ul style="list-style-type: none"> • Reader uses information from the text to correctly identify some of the requested story elements. 	<ul style="list-style-type: none"> • Reader uses irrelevant or limited text information in the comparison. 	<ul style="list-style-type: none"> • Reader transfers few story elements to the comparison.
1	<ul style="list-style-type: none"> • Reader demonstrates little or no understanding of the text. • Responses may be inaccurate. 	<ul style="list-style-type: none"> • Reader uses little or no information from the text to identify the requested story elements. 	<ul style="list-style-type: none"> • Reader uses little text information in the comparison. 	<ul style="list-style-type: none"> • Reader transfers little or none of the story elements to the comparison.
Score				

NAME _____ DATE _____

STORY PYRAMID

Student Task Sheet

Directions: Fill in each pyramid with the following information from the texts. Use completed story pyramids as an outline for a comparison of the two texts.

- Line 1. Write the name of the main character.
- Line 2. Write two words describing the main character.
- Line 3. Write three words to classify the kind of literary work that was read.
- Line 4. Write four words to describe the setting.
- Line 5. Using five words, write a sentence that tells about the first important event that happened to the character.
- Line 6. Using six words, write a sentence that tells about the second important event that happened to the main character.
- Line 7. Using seven words, write a sentence that tells about the third important event that happened to the main character.
- Line 8. Using eight words, write a sentence to explain the solution to the problem or conflict in the literary work.

STORY PYRAMID

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

STORY PYRAMID

CHICKEN

1. Mrs. Eula

SUNDAY

2. Kind Thoughtful

3. it's not true

4. at Miss Eula's home

5. She taught kids egg coloring

6. They went to sell the eggs

7. Her family ate chicken on chickensunday

8. Mrs. Eula died very very happily ever after

STORY PYRAMID

1. Justine

TIKVAH

2. Selfish friendly

MEANS

3. it's not true

HOPE

4. In the Roths Neighborhood

5. Justine and Duane went camping

6. There was a terrible fire nearby

7. They went to the gym for safety

8. They found a cat and named her Tikvah (Hope)

Chicken Sunday + Tikvah means Hope are alike because both stories celebrate something. In Tikvah they celebrated their cat, Hope and in Chicken they eat chicken every Sunday. Also they are alike because they both are about families helping others. In Tikvah the Roths were kind and helpful by trying to keep their village safe and in Chicken Sunday Miss Eula was kind + helpful to the children. In both stories someone got something. In Tikvah, Mr. Roth got his cat back that he thought was lost, and Miss Eula got a hat that she wanted.

Chicken Sunday + Tikvah are different because they have characters with different personalities. Tikvah has Justine, who is sometimes snotty to others and Miss Eula is always kind to others. Also, they have a different setting. Tikvah takes place in the Roths' small town and Chicken takes place in a city neighborhood. Plus in both stories they wanted something different.

1C.DM3

In Chicken Miss Eula wanted a hat + Duane and Justine wanted to go camping.

STORY PYRAMID

Chicken
Sunday

1. Miss Eula

2. Kids grandmother

3. maybe its real

4. at Mr. Kodinski's shop

5. Kids through eggs at shop

6. they died colored eggs for him

7. they sold colored eggs at his shop

8. He gave them the hat for Miss Eula

TIKVAH

MEANS

HOPE

STORY PYRAMID

1. Tikvah

2. gray cat

3. maybe its real

4. at Mr. Roth house

5. Tikvah and the kids camped

6. a fire was in the forest

7. all of them stayed at the school

8. Tikvah was safely found under the barbecue stand

Tikvah Means Hope and Chicken Sunday are alike because the solution for Tikvah is after the fire was over, Mr. Roth found Tikvah and in Chicken Sunday the solution is Miss Eula got the hat for Easter. They both got what they wanted. Another way these stories are alike is in both of them they both have kids. In Tikvah there was Justine and Duane and in Chicken Sunday there was Stewart and Winston. A third way is they both have a tradition. In Chicken Sunday they had Fried Chicken for dinner on Sundays and in Tikvah they had a gathering where they sang called Sukkah.

Tikvah Means Hope and Chicken Sunday are different because in Tikvah the main character is a cat and in Chicken Sunday the main character is a lady. Another way they are different is in Tikvah the problem is that there was a fire in the forest and in Chicken Sunday the problem is that Miss Eula wanted a hat for Easter. One last way

is they both have different settings.
Tikvah's is at Mr. Roth's house and in
Chicken Sunday its at Mr. Kodinski's
shop.