

## BUILDING TWO LITERATURE PYRAMIDS

### Performance Standard 2B.F

Students are to use information from four selections to build two pyramids of information about the same literary element accordingly:

- *Achieving completeness and unity*: fill blocks in both pyramids with information that completes the task assigned for that level of the pyramids; build and/or accumulate of information in a way that is easy to follow (e.g., use of color or other unifying technique).
- *Maintaining accuracy of information*: provide information in the blocks that is accurate including that which justifies the information placed in related boxes.
- *Demonstrating evidence of higher level thinking*: show evidence of ability to infer, synthesize, analyze and evaluate when justifying use of the information used in the pyramids' blocks.
- *Showing clarity of explanations*: show understanding of how impressions are developed based upon information given both implicitly and explicitly in a story; show awareness of relationships among the various aspects of a story.

### Procedures

1. ***In order to read and interpret a variety of literary works (2B)***, students should experience sufficient learning opportunities to develop the following:
  - Respond to fiction using interpretive and evaluative processes.
  - Select favorite authors and genres.
  - Relate what they have read to prior knowledge, experience, and real world information.
  - Make inferences and draw conclusions about contexts, events, character, and settings.
  - Discuss the impact of author's word choice on content.
  - Support plausible interpretations with evidence from the text.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Teachers are strongly encouraged to model this activity for at least one of the literary elements before assigning the assessment task.
4. Students should read literature representative of various societies, eras and ideas.
5. Complete two pyramid sheets for the same literary element (i.e., plot, character, setting, theme).
  - The two pyramids should be done on four separate selections representing as much variety in societies, eras or ideas as possible.
  - Students could be allowed to choose the literature on which they decide to do pyramids, or they may be assigned pyramids to complete after having read "never-before-seen" literary selections.
  - The tasks (questions) for each of the elements are written at the level (layer) of blocks that build the pyramid.
6. Instruct students to start at the top of the pyramid and provide the information for that given element, write small and/or be selective with what information is written in the space provided.
7. Students should add visual unity to their pyramids by using the same color to color those blocks that relate to the same story.
8. Rubric is divided into 4 parts, the first 2 features pertain to the content of the pyramid; the last two features pertain to the way in which the content was derived and how it is explained/justified during the conference with the teacher. The first two features may be evaluated prior to conferencing.
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

**Examples of Student Work**

- [Meets](#)
- [Exceeds](#)

**Time Requirements**

- Required time will depend upon the length of the selections. After the student has read the selections, he/she should be able to complete a pyramid in approximately one class period.

**Resources**

- Copies of the pyramid sheet
- A well-sharpened pencil or fine point pen
- A copy of the literary selection
- Crayons or highlighters
- Building Two Literature Pyramids Rubric

NOTE: This assessment will be more effective if used after completion of 2A.F.

# BUILDING TWO LITERATURE PYRAMIDS

Titles of two stories or novels.

Use left side for information relevant to story #1 and right side for story #2.

Level 1

- Identify the story element (plot, character, theme, or setting) you are building.

Level 2

- For plot-name the first event that starts each storyline.
- For character-name the two main characters.
- For theme-name the main idea of each piece of literature.
- For setting-name the time and place in which the story takes place (in the same block).

Level 3

- For plot-list a brief passage that describes each of the two early events you have listed in level two. In the middle block, indicate which of the opening events is more attention grabbing.
- For character- use the block below each character in level two to list his/her physical traits and use the middle block to make a comparison between the 2 characters listed in level two and.
- For theme-list 2 main events that contribute to the first main idea listed in level two. In the middle block, list the title of any piece of literature with a similar main idea.
- For setting-quote passages that prove the story occurred at the time listed in level two. In the middle block, name the story in which the setting is more important.

Level 4

- For plot-name 2 or more conflicts for each story and write the page number on which these conflicts begin beside or below the conflict.
- For character-use 2 blocks to list the personality traits of each of the characters listed in level two for each story.
- For theme-name 2 main events that contribute to the main idea listed in level two for each story.
- For setting-quote 2 passages that describe the place listed in level two for each story.

Level 5

- For plot-identify the climax for each of the conflicts listed in level four and write the page numbers on which the climaxes occur in the middle box.
- For character-list the things the characters in level two do to show personality traits. In the middle block, list the page numbers on which these traits are found.
- For theme-list 2 passages that support the main idea listed in level two for each story. Indicate page numbers in the middle block.
- For setting-name 2 ways the time affects the storyline in each story. In the middle block, note any similarity between the 2 settings.

Level 6

- For plot-explain how each conflict listed in level four is resolved (more than one box may be used per conflict).
- For character-list 3 things each character from level two says that reveals his/her personality.
- For theme-list 3 quotations that support the main idea listed in level two for each story.
- For setting-name 3 ways the place affects the storyline of each story.

## BUILDING TWO LITERATURE PYRAMIDS

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

- Exceeds            15 - 16 total points
- Meets                11 - 14 total points
- Approaches        7 - 10 total points
- Begins                4 - 6 total points

	PRE CONFERENCE		CONFERENCE	
	Completeness and Unity	Accuracy of Information	Evidence of Higher Level Thinking	Clarity of Explanations
<b>4</b>	<ul style="list-style-type: none"> <li>• All blocks in both pyramids are filled with information that completes the task assigned for that level on the pyramids.</li> <li>• The building and/or accumulating of information is easy to follow because the manner in which the information is presented in the pyramids (e.g., use of color or other unifying technique).</li> </ul>	<ul style="list-style-type: none"> <li>• All of the information provided in the blocks is accurate including that which justifies the information placed in related boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Often shows evidence of ability to infer, synthesize, analyze and evaluate when justifying his/her use of the information used in the pyramids' blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations of pyramids often show understanding of how reader develops impressions based upon information given both implicitly and explicitly in a story.</li> <li>• Explanations show strong awareness of relationships among the various aspects of a story.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Most blocks are filled with information that completes the task assigned for that level on the pyramids.</li> <li>• Most building and/or accumulating of information is easy to follow because the manner in which the information is presented in the pyramids (e.g., use of color or other unifying technique).</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the information provided in the blocks is accurate including that which justifies the information placed in related boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes shows evidence of ability to infer, synthesize, analyze and evaluate when justifying his/her use of the information used in the pyramids' blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations of pyramids sometimes show understanding of how reader develops impressions based upon information given both implicitly and explicitly in a story.</li> <li>• Explanations sometimes show awareness of relationships among the various aspects of a story.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Some blocks are filled with information that completes the task assigned for that level on the pyramids.</li> <li>• Some building and/or accumulating of information is easy to follow because the manner in which the information is presented in the pyramids (e.g., use of color or other unifying technique).</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the information provided in the blocks is accurate including that which justifies the information placed in related boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom shows evidence of ability to infer, synthesize, analyze and evaluate when justifying his/her use of the information used in the pyramids' blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations of pyramids seldom show understanding of how reader develops impressions based upon information given both implicitly and explicitly in a story.</li> <li>• Explanations seldom show awareness of relationships among the various aspects of a story.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Few blocks are filled with information that completes the task assigned for that level on the pyramids.</li> <li>• Little (or no) building and/or accumulating of information is easy to follow because the manner in which the information is presented in the pyramids (e.g., use of color or other unifying technique).</li> </ul>	<ul style="list-style-type: none"> <li>• Little (or no) of the information provided in the blocks is accurate including that which justifies the information placed in related boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely or never shows evidence of ability to infer, synthesize, analyze and evaluate when justifying his/her use of the information used in the pyramids' blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations of pyramids rarely or never show understanding of how reader develops impressions based upon information given both implicitly and explicitly in a story.</li> <li>• Explanations rarely or never show awareness of relationships among the various aspects of a story.</li> </ul>
<b>Score</b>				

Name \_\_\_\_\_  
Story 1 Title \_\_\_\_\_  
Story 2 Title \_\_\_\_\_

Use left side for  
information relevant  
to story #1 and right  
side for story #2.

