

### Common Core State Standards Correlated to Use of Behavior-over-time Graphs

CCSS Kinder Reading Literature	How standard is addressed through the use of the Behavior-over-time Graph
<p>Key Ideas and Details...</p> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story</li> </ol>	<p>Sequencing story elements across the x-axis and focusing on a single dynamic element for the y-axis creates a visual picture of the story being read. This allows children to easily retell the story in their own words with an emphasis on key details, characters and main events. It also leads the reader to ask and answer key “why questions,” particularly as they analyze key behaviors in the story.</p>
<p>Craft and Structure...</p> <ol style="list-style-type: none"> <li>4. Ask and answer questions about unknown words in a text.</li> <li>5. Recognize common types of texts (e.g., storybooks, poems).</li> <li>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> </ol>	<ul style="list-style-type: none"> <li>• Deep understanding, as developed through use of the <i>behavior-over-time graph (BOTG)</i>, allows students to determine meaning of key vocabulary.</li> <li>• The <i>BOTG</i>, particularly when used at the primary level, enhances students’ intra-textual awareness. This intra-textual awareness is one way that students identify various types of text structures. Young children who grow up with the benefit of being read to from infancy have a well-developed intra-textual awareness from having heard stories, rhymes, and songs prior to entering school. For children who have not had these experiences and enter school with a substantial language deficit, the visual nature of the tool is a tangible way teachers can begin to support children in bridging this gap. As children hear stories with similar structures, they will begin to notice the similarity of the “lines” and can internalize how these stories are the same. They are identifying patterns in order to build intra-textual awareness. Combining the auditory and the visual helps support children who have had less experience with text.</li> </ul>
<p>Integration of Knowledge and Ideas...</p> <ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</li> <li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ol>	<ul style="list-style-type: none"> <li>• One way to create an x-axis for a <i>BOTG</i> is to use the actual images from the story to create the sequence of events. When children “tell the story of the line,” they are in fact describing relationships between the illustrations and key story events.</li> <li>• Multiple lines in multiple colors are often used to compare the experiences of different characters within the same story, providing children a visual way to compare and contrast characters within a story.</li> </ul>