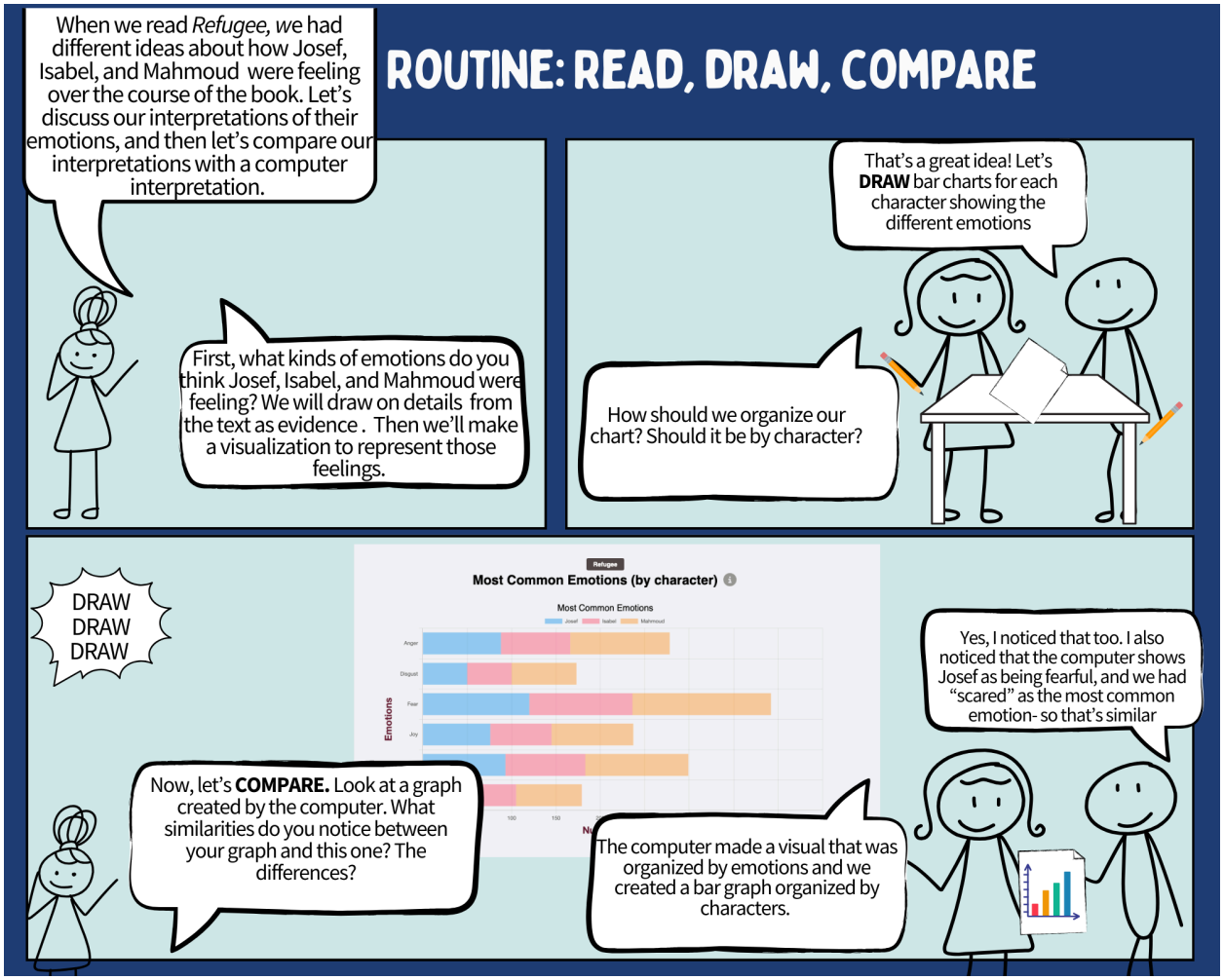


*A routine for using textual evidence to* ***visually represent predictions, outcomes, or trends from text and compare predictions to actual data or to peers interpretations.***

# PURPOSE

## What is this routine for?

Sometimes it is helpful for students to make visual representations of complex ideas, plot points, character emotions, or other aspects of texts. For instance, let's say your students were curious about how an author created sympathy for a character, or how a particular character came of age. You might ask students to mark details in different chapters that they think contributed to sympathy, or coming of age.



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In making visualizations, students use textual details to predict or make conclusions about outcomes or trends from a text they have read. Then, they can compare their ideas to another peer's interpretation, or to data produced by a computer or another source. Reading and drawing gives students an opportunity to understand complex information with an illustration or visualization. Comparing visualizations fosters critical thinking, inference making, and a deeper understanding of both textual information and statistical concepts.

# QUESTIONS & PROMPTS

## What can I ask students?

### READ

- Ask students to read the text and
    - Make predictions about what a representation of text might look like based on the information provided (Teacher may already have a graph outline or other type of representation prepared).
        i. A general question might be: “What do you predict the data would look like, based on what you are reading?”
        ii. Specific questions might be:
            - “What do you predict a line graph of moments of sympathy might look like, based on what you are reading?”
            - “What do you think a bar graph of this character’s challenges might look like?”
    - Return to the text to find evidence to support their predictions or other claims
        i. A general question might be: “What trends do you notice? Are there any patterns you think will appear?” [*encourage students to consider various factors, such as trends or patterns to inform their representations]*
        ii. Specific questions might be:
            - “What patterns do you notice when it comes to how the author describes this character?”
            - “What trends do you see in terms of these character’s challenges over time?”
- Have students draw their charts in a structured format, such as a chart or table, to facilitate comparison later. They can do this with pencil and paper, or if it is easy for them, using their computers.



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- Encourage students to justify their predictions and/or interpretations using evidence from the text and the data.
    - How accurate do you think your visualization is? What evidence from the text helps you make this claim?

**COMPARE**

- After students draw
    - Provide them with peers' or computer generated data visualizations for them to compare to their own
        i. What do you notice about this data? What's similar to what you drew? What's different?
        ii. What do you wonder?

OR

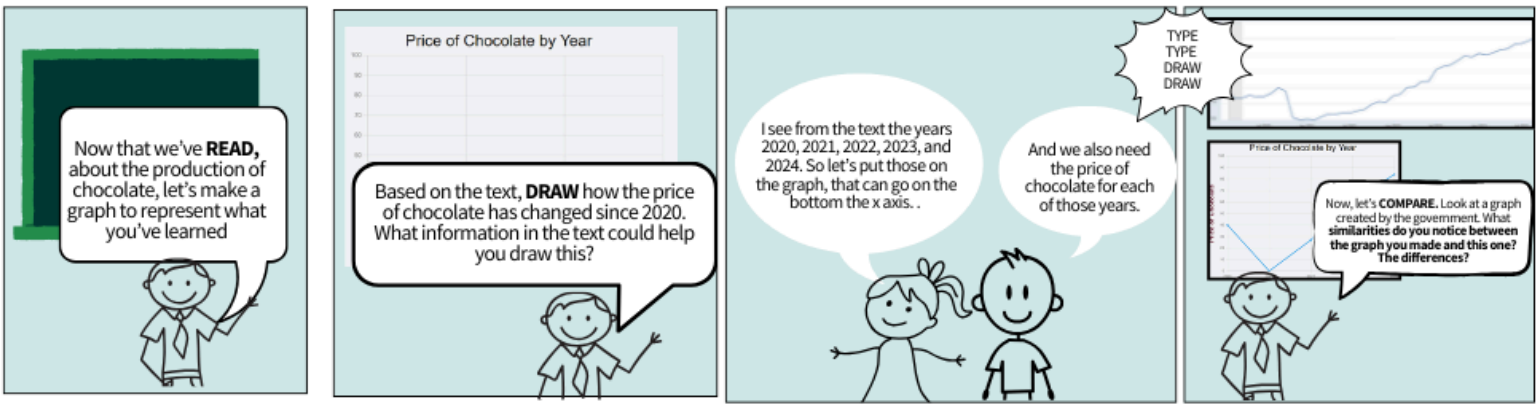
- Have students compare their representations with their peers.
    i. What do you notice? What's similar to what you drew? What's different?
    ii. What do you wonder?

# APPLICATION

## What types of data visualizations does this routine support?

This routine is applicable to bar charts and line graphs. Examples include:

**LINE GRAPH**



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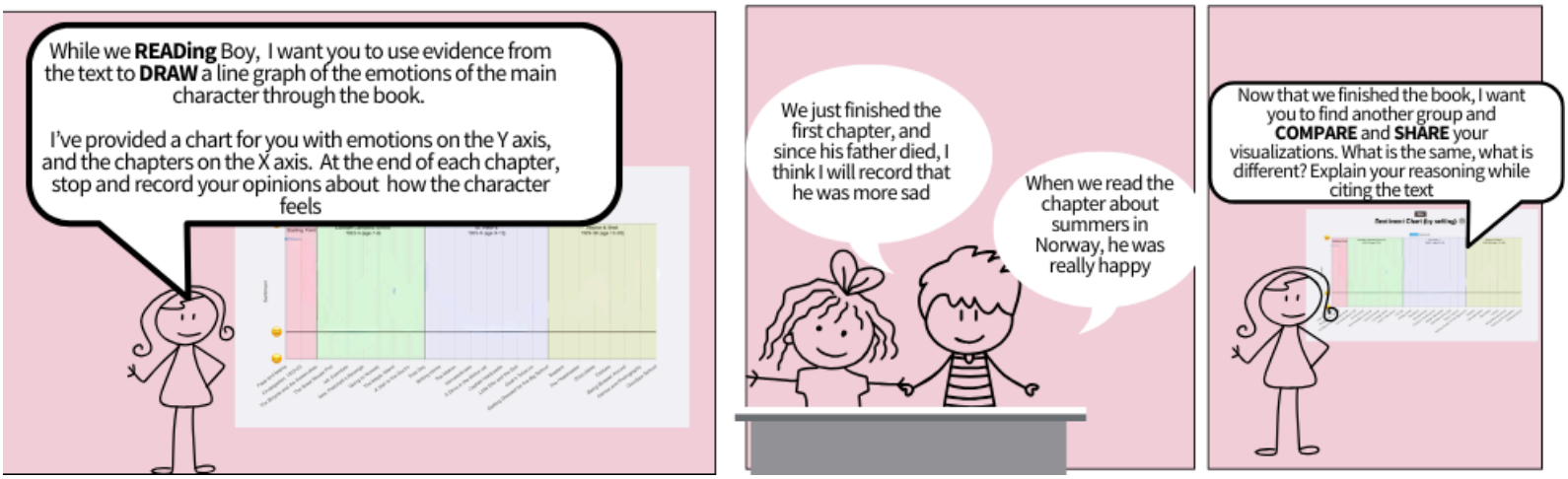




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