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| **Clarity for Learning Planning Template** | | | |
| **Standard** RI.6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. | | | |
| **Concepts (Nouns)**  sentence  paragraph  chapter  section  overall structure  development of ideas | | **Skills (Verbs)**  analyze - break something down into its parts to understand how it’s put together | |
| **Learning Progressions**  *Pre-requisite Skills:*  Know that text can be broken up into sentences, paragraphs, chapters, and sections.  Know that authors use text structure to organize information in a meaningful way.  Compare/contrast the overall structure of two or more texts.  *Grade Level Skills:*  Determine the overall structure of a text.  Analyze how a particular sentence fits into the overall structure of a text and contributes to idea development in the text.  Analyze how a particular paragraph fits into the overall structure of a text and contributes to idea development in the text.  Analyze how a particular chapter fits into the overall structure of a text and contributes to idea development in the text.  Analyze how a particular section fits into the overall structure of a text and contributes to idea development in the text.  *Resource Tips:*  *Definitions/Examples:*  **cause** - an action or event which has one or more outcomes  **compare** - to show how two or more things are alike; can also be used broadly to mean compare and contrast  **comparison structures** - texts that tell about the similarities and differences between two or more things; often includes signal words - same, alike, as opposed to, on the other hand, however, etc  **contrast** - to show how two or more things are different  **descriptive structures** - texts that describe a topic by listing characteristics, features, and examples; often contain key words - for example, such as, etc.  > list (author lists a set of items or attributes)  > web (author describes the attributes of an object)  > matrix (author describes the attributes of more than one object-used for comparison)  **effect** - an action or event which occurs as a result of another event (the cause)  **problem** - an obstacle that has one or more possible solutions  **sequential structures** - texts that tell a sequence of events or order of steps > cause/effect - describe why one or more events occurred; the author presents one event that leads to others; often include signal words - so, because, therefore, consequently, as a result, etc  > chronological (time order) - describe events in the order they happened; may use time-specific signal words - days, weeks, months, years, age, time  > step-by-step - tell the ordered steps to do or make something; often contain sequence words - first, following, soon, finally, etc  > problem/solution - describe a problem then give one or more possible solutions; often include signal words - the problem is, a possible solution, to solve this, in order to overcome  **solution** - how a problem is overcome  **text structure** - the way authors organize the information in a text  \*Possible link to RI.6.3 - Analyze in detail how an author develops a key individual, event or idea over the course of a text. | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning how parts of a text fit into the overall structure.  I am learning how parts of a text contribute to idea development of the text. | | I can describe the overall structure of a text.  I can describe the structure of a specific section of text.  I can explain how the specific parts of a text relate to the overall structure.  I can explain how the specific parts of a text relate to the development of ideas.  I can cite examples of specific sentences, paragraphs, chapters, or sections that contribute to the development of ideas in a text. | |