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| **Clarity for Learning Planning Template** |
| **Standard - Reading.RL3.Gr8****Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.**  |
| **Concepts (Nouns)**lines of dialogueincidentsstorydramaaction aspects of a characterdecision | **Skills (Verbs)**analyzepropelrevealprovoke |
| **Learning Progressions**Pre-requisite skills:Cite a line of dialogue accurately.Paraphrase an incident.Summarize an incident.Explain the relevance of a line of dialogue.Explain the relevance of an incident.Identify an action in a text.Identify aspects of a character in a text.Identify a decision in a text.Grade level skills:Identify a particular line and explain how it propels the action in a text.Identify an incident and explain how it propels the action in a text.Identify a particular line and explain how it reveals aspects of a character in a text.Identify an incident and explain how it reveals aspects of a character in a text.Identify a particular line and explain how it provokes a decison in a text.Identify an incident and explain how it provokes a decision in a text. |
| **Learning Intentions (I am learning to...)** | **Success Criteria (I know I’m successful when...)** |
| I am learning to analyze a story or drama through particular lines of dialogue or incidents.Can “analyze” as used in this standard mean identify and then explain? What else should be deconstructed from that? | I know I’m successful when I can:identify and explain how a particular line of dialogue propels the action within a text.identify and explain how a particular line of dialogue reveals aspects of a character within a text.identify and explain how a particular line of dialogue provokes a decision within a text.identify and explain how a particular incident propels the action within a text.identify and explain how a particular incident reveals aspects of a character within a text.identify and explain how a particular incident provokes a decision within a text. |