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| **Clarity for Learning Planning Template** | | | |
| **Standard: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.** | | | |
| **Concepts (Nouns)**  **author**  **analysis**  **series**  **ideas**  **events**  **text**  **order**  **points**  **connections** | | **Skills (Verbs)**  **analyze** | |
| **Learning Progressions**  *Pre-requisite Skills:*  **determine organizational structures**  *Grade Level Skills:*  **analyze how ideas are presented in a text**  **analyze the methods the author uses to develop ideas**  **analyze how ideas connect to one another**  Consider assigning students one-word topics that could consist of the following: individuals, ideas, or events. Have students track details about this topic while reading.  After reading, have students look at their details tracked from beginning to end and have them determine what message is being expressed about the topic.  Have them to also examine their track details and determine the method the author is using to present ideas on the topic.  Provide the whole group with the list of tracked topics. Now have students determine which other topics being tracked (by classmates) are somehow connected to the topic they are tracking. Challenge them to look at the list of topics tracked and to identify how their assigned topic relates with each of the following: one tracked topic about a specific event and one tracked topic about an idea.  Then let students pair together and explain how their two topics interact. This means students will need to pair up with two other partners throughout the process—one partner who has a topic concerning a related event and a second partner who has a topic concerning a related idea. While pairing up, students should focus on how each topic relates to one the other. There are several ways that you can have students explain their reasoning and provide evidence of support.  You could also replace this activity with more of a hands-on approach by implementing a hexagonal thinking activity, which is a popular activity designed specifically for connecting various components within a text. | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning to analyze how ideas and events unfold throughout the text.  I am learning to analyze how ideas and events are connected throughout the text. | | I know I am successful when I can do the following:  I can determine the organizational pattern used to introduce ideas.  I can discuss methods the author uses to develop and strengthen his or her ideas.  I can identify various ideas and events that connect to one another.  I can explain how various ideas and events connect with one other. | |