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| **Clarity for Learning Planning Template** | | | |
| **Standard: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.** | | | |
| **Concepts (Nouns)**  **set of ideas**  **sequence of events**  **individuals**  **ideas**  **events**  **text** | | **Skills (Verbs)**  **analyze**  **explain** | |
| **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, individuals, and events.**  **analyze how ideas, events, and individuals connect to one another**  *Resource Tips:*  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.  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 individual, 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 three other partners throughout the process—one partner who has a topic concerning a related individual, a second partner who has a topic concerning a related event, and a third 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 a complex set of ideas and events develop and interact over the course of the text. | | I can discuss how an author develops individuals, ideas, and events throughout the text and cite text evidence for proof.  I can explain how individuals in the text relate to other individuals, ideas, or events.  I can explain how specific events in the text relate to other events, ideas, or individuals.  I can explain how specific ideas in the text relate to other ideas, events, or individuals. | |