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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)**sentenceparagraphchaptersectionoverall structuredevelopment 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. |