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| **Clarity for Learning Planning Template** |
| **Standard RL.6.5**Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| **Concepts (Nouns)**sentenceparagraphchapterscenestanzastructuretheme settingplot | **Skills (Verbs)**analyzecontributes  |
| **Learning Progressions***Pre-requisite Skills:** Recognize major differences between stories, poems, and dramas.
* Describe how elements of a story, poem, or drama contributes to the overall structure of the text.
* Citing evidence from a text

*Grade Level Skills:*1. Identify circular, linear, and nonlinear structures in multiple text.
2. Analyze the overall structure of a poem(title, lines, stanzas, rhyming pattern, and repetition)
3. Analyze the overall structure of a story (title, sentences, paragraphs, chapters, beginning/middle/end, lesson learned)
4. Analyze the overall structure of a drama (title, cast of characters, list of props, dialogue, stage directions, descriptions, beginning/middle/end, lesson learned)

*Resource Tips:** Relate to standard RL.5.4 *Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.*
* Relate to standard RL.5.2 *Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories, and dramas.*
* *Relate to standard L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.*
* *circular structure* –a plot that progresses in a chronological order and ends with the main character returning to situation similar to the beginning of the story
* *linear structure* –a plot that progresses in a logical order without using flashbacks or flash-forwards
* *nonlinear structure* –a plot that is progressed by jumping around in time using flashbacks and/or flash-forwards; the events do not correspond to the order in which they happened
* mood-tone and atmosphere the author contributes to the story; the feeling you have when you read the text
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| **Learning Intentions (I am learning to...)** | **Success Criteria (I know I’m successful when...)** |
| I am learning about the structure of different types of texts and why that structure is important to the development of the story. | Story:* I can analyze how a particular sentence, paragraph, or chapter connects to the overall structure of a story.
* I can describe how a particular sentences, paragraph, or chapter influences the development of the story *(character, setting, conflict, resolution, plot, theme, mood)*
* I can cite evidence from the text to support my answer.

Poem:* I can analyze how a particular line or stanza connects to the overall structure of a poem.
* I can describe how a particular line or stanza influences the development of the poem. (If applicable, character, setting, conflict, resolution, plot, theme, mood)
* I can cite evidence from the text to support my answer.

Drama:* I can analyze how a particular scene connects to the overall structure of a story or drama.
* I can describe how a particular scene influences the development of the drama. *(character, setting, conflict, resolution, plot, theme, mood)*
* I can cite evidence from the text to support my answer.
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