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| **Clarity for Learning Planning Template** | | | |
| **Standard**  RI 4.3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information over the course of a text. | | | |
| **Concepts (Nouns)**  individuals  Events  ideas or concepts  historical, scientific or technical text  procedures  information | | **Skills (Verbs)**  Explain: provide reasons for what happened  What happened/why | |
| **Learning Progressions**  *Pre-requisite Skills:*  Explain what a relationship is  Understand what a “series of historical events” means  Know transitions/linking words show connections (therefore, because, as a result)  Know that an author organizes informational text in specific structures of comparison, cause/effect, problem/solution  *Grade Level Skills:*  Explain actions of individuals  Determine connection between an individual and their actions  Explain events  Determine connection between events and outcome  Explain ideas or concepts  Determine connection between ideas or concepts and how it connects to the big idea  Know that specific information from the text must be used to support an explanation  *Resource Tips:*  This standard is closely related to RI. 5 (how the author organizes the events, ideas, concepts or information).  Look at multiple texts on the same topic to determine the different types of connections that can be made. | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| Explain what happened and why in a historical text.  Explain what happened and why in a scientific text.  Explain what happened and why in a technical text. | | I can describe the individual’s actions.  I can explain the effect of their actions.  I can use specific information from the text to explain what happened and why between individuals in a historical text.  I can use specific information from the text to explain what happened and why between events in a historical text.  I can identify the relationship between the individual and the events or big ideas in a scientific text.  I can explain the relationship between individuals, major events and big ideas or concepts in a scientific text.  I can explain what happened and why between individuals, major events and big ideas in a scientific text.  I can describe the event.  I can explain the effect of the event.  I can use specific information (what happened and why) from the text to explain the concept and its impact in a technical text. | |