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| **Clarity for Learning Planning Template** |
| **Standard RL.4.5**Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, non-linear, and circular structures.  |
| **Concepts (Nouns)**structurepoemsstoriesdramaslinearnon-linearcircular | **Skills (Verbs)**analyze-breakdown, deconstruct, examine; look at something critically in order to grasp its essence; separating a whole into components or parts |
| **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.
2. Analyze the overall structure of a poem(title, lines, stanzas, rhyming pattern, repetition, mood, and theme)
3. Analyze the overall structure of a story (title, sentences, paragraphs, chapters, dialogue, beginning/middle/end, theme)
4. Analyze the overall structure of a drama (title, cast of characters, list of props, dialogue, stage directions, descriptions, beginning/middle/end, theme)
5. Compare and contrast poems, stories, and dramas

*Resource Tips:** Relate to standard RL.4.4 *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.4.2 *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.4.5 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 to analyze different types of text. | Story- In a text or part of a text...* I can recognize circular, linear, or nonlinear structures.
* I can use the terms paragraph and chapter when referring to parts of a story.
* I can identify the mood of the story.
* I can describe how each part of the story builds on early parts of the story.
* I can describe how story elements are included in different parts of the text.
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| Poem-In a text or part of a text...* I can recognize circular, linear, or nonlinear structures.
* I can use the terms lines and stanzas when referring to parts of a poem.
* I can identify the mood of a poem.
* I can identify simple rhyming patterns in a poem.
* I can explain why repetition is important in a poem.
* I can describe how each line or stanza builds on the earlier lines or stanzas.
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| Drama-In a text or part of a text...* I can recognize circular, linear, or nonlinear structures.
* I can use the term scene when referring to parts of a drama.
* I can identify casts of characters, settings, dialogue, and stage directions.
* I can identify the mood of the drama.
* I can describe how each scene builds on the previous scene.
* I can describe how story elements are included in different parts of the drama.
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| I am learning to analyze different types of text.*(Here’s where you want to spend most of your time in 4th)* | * I can compare and contrast the structure of poems, stories, and drama.
* I can cite evidence from the text to explain how one part of the story, poem, or drama connects to the overall structure.
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