

Kindergarten Making Connections:

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

3	Exceeds expectation for proficiency	Independently describes the connection between two individuals, events, ideas, or pieces of information in a text.
2	Meets expectation for proficiency, with prompting and support	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support, partially describes the connection between two individuals, events, ideas, or pieces of information in a text.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support, is not able to describe the connection between two individuals, events, ideas, or pieces of information in a text.

First Grade Making Connections:

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

4	Exceeds expectation for proficiency	Make connections between text to self, text to text and with prompting and support text to world.
3	Meets expectation for proficiency	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support partially describes the connection between two individuals, events, ideas, or pieces of information in a text.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to describe the connection between two individuals, events, ideas, or pieces of information in a text.

Second Grade Making Connections

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

4	Exceeds expectation for proficiency	Independently makes connections between text to self, text to text and text to world.
3	Meets expectation for proficiency	Make connections between text to self, text to text and with prompting and support text to world.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support make connections between text to self, text to text, and text to world.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support partially makes connections between text to self, text to text, and text to world.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to make connections between text to self, text to text, and text to world.

Third Grade Making Connections

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

4	Exceeds expectation for proficiency	Determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
3	Meets expectation for proficiency	Independently makes connections between text to self, text to text, and text to world.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support make connections between text to self, text to text, and text to world.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support partially makes connections between text to self, text to text, and text to world.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to make connections between text to self, text to text, and text to world.

Fourth Grade Making Connections

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

4	Exceeds expectation for proficiency	Independently determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
3	Meets expectation for proficiency	Determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support can determine meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support partially determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to determine meaningful text to self, text to text, and text to world connections that relate to the theme of the text.

Fifth Grade Making Connections

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

4	Exceeds expectation for proficiency	Independently determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text with text support.
3	Meets expectation for proficiency	Independently determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support, can determine meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support partially determine meaningful text to self, text to text, and text to world connections that relate to the theme of the text.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to determine meaningful text to self, text to text, and text to world connections that relate to the theme of the text.

Sixth Grade Making Connections

IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

4	Exceeds expectation for proficiency	Independently able to determine theme and summarize through use of meaningful text to self, text to text, and text to world connections, providing key details for text support
3	Meets expectation for proficiency	Independently determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text with text support.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text with text support.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support partially determines meaningful text to self, text to text, and text to world connections that relate to the theme of the text with text support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to determine meaningful text to self, text to text, and text to world connections that relate to the theme of the text with text support.