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| **Clarity for Learning Planning Template** | | | |
| **Standard**  RI 1.3 With prompting and support, identify the connections between individuals, events, ideas or pieces of information over the course of a text. | | | |
| **Concepts (Nouns)**  connection  individuals  events  ideas  pieces of information  text | | **Skills (Verbs)**  Identify: to recognize or name something | |
| **Learning Progressions**  *Pre-requisite Skills:*  With support, identify individuals in a text  With support, identify events in a text  With support, identify ideas in a text  With support, identify pieces of information in a text  *Grade Level Skills:*  Define connection  Identify a connection in the text  Identify how one event or idea influences or impacts another  *Resource Tips:*  This standard is closely related to RI.5 (headings, table of contents, glossary, captions, bold print, subheadings, index, electronic menu and icons).  Look at multiple texts on the same topic to determine the different types of connections that can be made.  Define - to give the meaning  Connections demonstrate a relationship between two elements or parts | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning about how concepts in a text connect. | | I can identify the people in a text.  I can identify connections between people in a text.  I can identify the important events in a text.  I can identify connections between important events in a text.  I can identify the important ideas in a text.  I can identify connections between important ideas in a text. | |