College and Career Readiness Standard Rubrics: CCR Anchor 3

# CCR Anchor 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text. ***Level A, B and C Rubrics***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level A** | * With prompting and support, identify major ideas, information characters, settings, and events in a text. (RL.K.3)
 | * Identify major ideas, information characters, settings, and events in a text.
 | * With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)
 | * Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)
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| **Level B** | * With modeling and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 | * Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)
 | * With prompting and support, describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 | * Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)
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| **Level C** | * With prompting and support, retell events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
 | * Retell events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
 | * With prompting and support, explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
 | * Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)
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# CCR Anchor 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.***Level D Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level D** | * Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text (RI. 5.3).
 | * Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g. through examples or anecdotes). (RI. 6.3)
	+ Application: Think aloud with teachers to find and label text based evidence that supports conclusions about ideas, individuals or events in the text.
 | * Analyze the interactions between individuals, events and ideas in a text. (e.g. How ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3).
	+ Application: Use graphic organizers to show appropriate relationships (cause/effect, process, sequential, etc.) between ideas, events and individuals in a text.
 | * Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)
	+ Application: identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)
* Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)
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# CCR Anchor 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text. ***Level E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level E** | * With prompting and support, identify connections between specific individuals, ideas, or events over the course of the text, and with support analyze the effects of the connections.
* With prompting and support, complete a graphic organizer by filling in the missing events in a series described in a text. Participate in a group discussion to determine whether earlier events caused later ones or simply preceded them
* Think aloud with classmates and teacher to retell and preform a multistep procedure after carefully watching the procedure modeled.
 | * Identify connections between specific individuals, ideas, or events over the course of the text, and with support analyze the effects of the connections.
* Identify a series of events described in a text by completing a graphic organizer; and think aloud with classmates to determine whether earlier events caused later ones or simply preceded them.
* Working with teacher, follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
 | * With support and prompting, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
* With support and prompting, analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
* With support and prompting, follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
 | * Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)
* Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)
* Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)
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