

Examine the Spiral Effect

Grade-Specific Standards for Reading Standard 3 Example

The example below illustrates how skills and concepts for end-of-year, grade-specific expectations for a given standard are both reinforced and expanded as students advance through the grades. The result is a **“spiral effect”** where students repeatedly practice mastered competencies from the year prior in the context of new competencies being “added” each year as the standard increases in complexity and sophistication. New skills and concepts “added” to each grade level from the year prior are noted in **bold**.

R.CCR.3	CCR Reading Anchor Standard 3: Analyze how and why individuals; events; and ideas develop and interact over the course of a text.	=
RL.11-12.3 Grade 11-12 students:	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	+
RL.9-10.3 Grade 9-10 students:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot of develop the theme.	+
RL.8.3 Grade 8 students:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provide a decision.	+
RL.7.3 Grade 7 students:	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	+
RL.6.3 Grade 6 students:	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.	+
RL.5.3 Grade 5 students:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	+
RL.4.3 Grade 4 students:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	+
RL.3.3 Grade 3 students:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	+
RL.2.3 Grade 2 students:	Describe how characters in a story respond to major events and challenges.	+
RL.1.3 Grade 1 students:	Describe characters, settings, and major events in a story, using key details.	+
RL.K.3 Kindergarten students:	With prompting and support, identify characters, settings, and major events in a story.	+

Grade-Specific Standards and the “Spiral Effect” – Reading Standard 3 Example Reading Standards for Literacy in History/Social Studies 6-12

The example below illustrates how skills and concepts for end-of-year, grade-specific expectations for a given standard are both reinforced and expanded as students advance through the grades. The result is a “*spiral effect*” where students repeatedly practice mastered competencies from the year prior in the context of new competencies being “added” each year as the standard increases in complexity and sophistication. New skills and concepts “added” to each grade level from the year prior are noted in **bold**.

CCR Reading Anchor Standard 3:	
R.CCR.3	Analyze how and why individuals; events; and ideas develop and interact over the course of a text. =
RH.11-12.3 Grade 11-12 students:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. +
RH.9-10.3 Grade 9-10 students:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. +
RH.6-8.3 Grade 6-8 students:	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). +

Grade-Specific Standards and the “Spiral Effect” – Reading Standard 3 Example Reading Standards for Literacy in Science and Technical Subjects 6-12

CCR Reading Anchor Standard 3:	
R.CCR.3	Analyze how and why individuals; events; and ideas develop and interact over the course of a text. =
RST.11-12.3 Grade 11-12 students:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. +
RST.9-10.3 Grade 9-10 students:	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.6-8.3 Grade 6-8 students:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. +

Directions: Summarize and/or reflect on the following key points below.

- Spiral effect:
- Reading in regards to your grade level:
- Reading as a “shared responsibility”:

Find the Spiral Effect

R.CCR.3	CCR Reading Anchor Standard 3: Analyze how and why individuals, events and ideas develop and interact over the course of text.
RI.11-12.3 Eleventh and Twelfth	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.9-10.3 Ninth and Tenth	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.8.3 Eighth	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.7.3 Seventh	Analyze the interaction between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.6.3 Sixth	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.5.3 Fifth	Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.4.3 Fourth	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.3.3 Third	Describe the relationship between a series of historical events, scientific ideas, concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause-effect.
RI.2.3 Second	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.1.3 First	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.3 Kindergarten	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

