SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5

Standards Relating to Integration of Knowledge and Ideas

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.8 Explain and identify how an author uses reasons and evidence to support particular points in a text.

5.RI.9 Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

Integration of Knowledge and Ideas: Relevance and Essential Questions: What's the point?

Essential Questions (Drive Intellectual Curiosity-The Hook)	Big Idea Statements (What students need to discover)
If a person had a lethal disease, how reliable would the first three results of a Google search be in finding a cure?	Using only one source can limit a person's understanding of a topic.
What makes people believable?	Including reasons and evidence makes points stronger and reliable.
What types of things do people say to make them seem smart about a topic?	People make strong arguments about a topic when they use information from a variety of reliable sources.

Learning Progression: Integration of Knowledge and Ideas (5.RI.7   5.RI.8   5.RI.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**	6.RI.7 Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	**5.RI.8 Explain and identify how an author uses reasons and evidence to support particular points in a text.**	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
4.RI.9 Integrate information from	**5.RI.9 Integrate information from several**	6.RI.9 Compare and contrast two

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two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.	**texts on the same topic in order to write, speak or demonstrate knowledge about the subject.**	authors' presentations of events on the same topic.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
5.RI.7 ● Print source ● Digital source	**5.RI.7** All source information is not reliable. There are multiple formats available from which to gather information. The selection of text sources may vary depending on purpose.	**5.RI.7** Gather relevant information from multiple sources. Use strategies to locate answers quickly. Solve problems efficiently. Evaluate reliability of sources. Identify credible sources by verifying information through another source.
5.RI.8 ● Evidence ● Reasons ● Facts ● Details ● Support ● Statistics ● Testimonies ● Anecdote ● Analogy	**5.RI.8** Authors use evidence to support their thinking. Different types of evidence can be used to support thinking.	**5.RI.8** Identify the details an author uses to support a point. Explain how an author uses details to support a point. Identify the type of evidence the author uses to support a point.
5.RI.9 ● Fact ● Opinion ● Integrate ● Demonstrate ● Reliable ● Credible ● Several ● Paraphrase ● Organization Tools	**5.RI.9** Some resources will provide more accurate information than others. Information is available in a variety of texts. Information used from multiple texts supports deeper understanding than information used from one text. Organized information is important to demonstrate knowledge.	**5.RI.9** Combine multiple sources to support a deeper understanding about the topic. Integrate information found in multiple materials to write, speak or demonstrate knowledge of a topic. Organize information found in resource materials using own words.

Student Friendly Language

5.RI.7
I can use multiple printed materials to locate information to answer a question or solve a problem.
I can use digital sources to locate information to answer a question or solve a problem.
I can identify multiple credible sources.

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5.RI.8

I can explain how an author uses reasons and evidence to make his/her point.
I can identify which reasons and evidence support which points.

5.RI.9

I can integrate information from several sources to write or speak about the subject.

Key Vocabulary		
5.RI.7 ● Print source ● Digital source ● Strategy ● Research ● Multiple ● Evaluate ● Locate ● Reliable (credible) ● Efficiently ● Demonstrate ● Information ● Solve	**5.RI.8** ● Evidence ● Reasons ● Explain ● Identify ● Point ● Statistics ● Anecdote ● Testimony ● Analogy	**5.RI.9** ● Fact ● Opinion ● Paraphrase ● Support ● Organizational Tools ● Integrate ● Demonstrate ● Subject

Relevance and Applications: How might the skills in the standards be applied at home, on the job, or in a real-world, relevant context?

We live in a "need it now" world so finding answers quickly is a valuable skill.

We are exposed to evidence and reasons in Internet articles, anything on television, news programs, newspapers, and social media. It is important to understand what the speaker is wanting to say and how reasons are being used to influence us so that we can make good decisions.

Using multiple sources to construct an argument strengthens our positions.

Using multiple, reliable sources of information help us make good decisions about what we buy: gaming systems, shoes, clothes, phones, etc.

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

Achievement Level Descriptors

Integration of Knowledge and Ideas:

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5.RI.8 Explain and identify how an author uses reasons and evidence to support particular points in a text.

5.RI.9 Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to

• Locate minimal supporting evidence, from few print and digital sources to answer questions; and minimally integrate the information from few texts to write, speak or demonstrate knowledge about the subject.

• Minimally, with significant support, identify how an author presents information. | In grade-level texts, students should be able to

• Locate partial supporting evidence, from some print and digital sources to answer questions, solve problems, and to justify interpretations of information presented; and adequately integrate the information from many texts to write, speak or demonstrate knowledge about the subject.

• Partially, with minimal support, identify how an author presents information by analyzing the main ideas, reasons, and evidence in a text. | In grade-level texts, students should be able to

• Locate adequate supporting evidence, from multiple print and digital sources to answer questions, solve problems, and to justify interpretations of information presented; and adequately integrate the information from many texts to write, speak or demonstrate knowledge about the subject.

• Adequately explain and identify how an author presents information by analyzing the main ideas, reasons, and evidence in a text. | In grade-level and higher texts, students should be able to

• Locate thorough supporting evidence, from multiple print and digital sources to answer questions efficiently, solve problems efficiently, and to thoroughly justify interpretations of information presented; and thoroughly integrate the information from many texts to write, speak or demonstrate knowledge about the subject.

• Thoroughly explain and identify how an author presents information by identifying and analyzing the main ideas, reasons, and evidence in a text. |