

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	11-12
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Standards Relating to Integration of Knowledge and Ideas

11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.

11-12.RI.8 Delineate (break down) and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

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

<i>Essential Questions</i> (Drive Intellectual Curiosity-The Hook)	<i>Big Idea Statements</i> (What students need to discover)
Why should students evaluate multiple sources of information?	To get a full picture, students need to integrate information from multiple sources.
How do students approach reading a historical seminal document?	Students may need a variety of reading strategies to support the understanding of complex texts.
Why should students be able to analyze foundational U.S. documents?	Foundational documents have historical and literary significance.

Learning Progression: Integration of Knowledge and Ideas (11-12.RI.7 11-12.RI.8 11-12.RI.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.	N/A
9-10.RI.8 Delineate (break down) and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is	11-12.RI.8 Delineate (break down) and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises,	N/A

relevant and sufficient; identify false statements and fallacious reasoning.	purposes, and arguments in works of public advocacy.	
9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	N/A

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>11-12.RI.7</p> <ul style="list-style-type: none"> • Interpretation of source text • Presentation mediums (print, audio, live performance, video recording, digital media, etc.) <p>11-12.RI.8</p> <ul style="list-style-type: none"> • Argument — pathos, ethos or logos-based • Valid vs. invalid claims • Logical reasoning • Logical fallacies • Reading strategies appropriate for informational text <p>11-12.RI.9</p> <ul style="list-style-type: none"> • Rhetorical features • Seventeenth-, eighteenth-, and nineteenth-century foundational historical documents 	<p>11-12.RI.7</p> <p>Different mediums can produce different accounts of the same event.</p> <p>Various accounts of the same event should be examined for the most effective answer to a question.</p> <p>Different accounts of the same event may be subjective.</p> <p>Consulting various sources may more thoroughly address a question or solve a problem.</p> <p>11-12.RI.8</p> <p>An author's reasoning can be evaluated by analyzing the use of language, as well as the quality, credibility, relevance and validity of evidence.</p> <p>The reading of informational text requires reading strategies different from other types of literature.</p> <p>11-12.RI.9</p> <p>The main message and the author's purpose need to be identified and explained in historical documents.</p> <p>Events within a time period are reflected in an author's theme and purpose.</p>	<p>11-12.RI.7</p> <p>Evaluate the effectiveness of sources needed to answer questions.</p> <p>Integrate multiple sources from a variety of mediums in order to address a question or solve a problem.</p> <p>11-12.RI.8</p> <p>Evaluate arguments and reasoning in seminal texts.</p> <p>Compare seminal texts with similar premises, purposes, and/or arguments.</p> <p>11-12.RI.9</p> <p>Read and explain seventeenth-, eighteenth-, and nineteenth-century documents.</p> <p>Analyze themes and purpose of historical literature.</p> <p>Evaluate the document's purpose and impact on history.</p>

		Analyze the effect of rhetorical features on U.S. documents.
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Student Friendly Language

<p>11-12.RI.7 I can evaluate the credibility of different sources. I can investigate a topic or problem using different sources or media formats.</p> <p>11-12.RI.8 I can analyze seminal U.S. texts (Declaration of Independence, Bill of Rights, Preamble to the Constitution, presidential addresses). I can question whether or not evidence offered proves an author's primary point. I can identify premises as well as false statements and valid claims. I can dissect and make sense of claims, reasons, and arguments in texts that argue for public advocacy (the rights of people).</p> <p>11-12.RI.9 I can read and explain seventeenth-, eighteenth-, and nineteenth-century U.S. historical and significant documents. I can identify and explain the main message of documents, such as the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address. I can identify and explain the author's purpose(s) in documents, such as the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address. I can identify and explain the rhetorical features in documents.</p>
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Key Vocabulary

<p>11-12.RI.7</p> <ul style="list-style-type: none"> ● Quantitatively ● Credibility of sources 	<p>11-12.RI.8</p> <ul style="list-style-type: none"> ● Premise ● Seminal documents ● Fallacies ● Delineate ● Founding principles ● Legal reasoning ● Reading strategies <ul style="list-style-type: none"> ○ Annotation ○ Note taking ○ Close reading 	<p>11-12.RI.9</p> <ul style="list-style-type: none"> ● Rhetorical devices ● Foundational ● Historical significance ● Literary significance ● Theme
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

It is important to be able to understand various points of view. Finding and evaluating multiple sources of information could also be important in solving real-life problems.

Analyzing historically significant documents, (rather than simply accepting or rejecting what is presented without thought) is critical to participation in a democratic society. Evaluation of seminal documents has both historical and literary significance; it promotes reasoned judgment about important human matters. Evaluation requires the ability to understand the context of a piece and provides opportunities to deliberate, judge, and to reflect on the causes and significance of historical events. Perhaps most importantly, one can reflect on the impact of the past on the present. Historical documents and literature influence the social structure of the people in our city, state, country, and global

communities. It is important to understand how these documents continue to influence modern American culture.

Resources

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

Achievement Level Descriptors

Integration of Knowledge and Ideas

11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.

11-12.RI.8 Delineate (break down) and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • With significant support, integrate and evaluate few sources of information presented in different media or formats in order to address a question or solve a problem. • With significant support, provide minimal evidence that they can apply reasoning and a minimal range of textual evidence to justify analyses of author's information, as in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • With minimal support, integrate and evaluate some sources of information presented in different media or formats in order to address a question or solve a problem. • With minimal support, provide partial evidence that they can apply reasoning and a partial range of textual evidence to justify analyses of author's information, as in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem. • Provide evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's information, as in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance. • Provide adequate evidence 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem. • Provide thorough evidence that they can apply reasoning and a thorough range of textual evidence to justify analyses of author's information, as in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance.

<p>significance.</p> <ul style="list-style-type: none"> • With significant support, provide minimal evidence that they can relate text structures or formats and/or genre and delineate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. 	<ul style="list-style-type: none"> • With minimal support, provide partial evidence that they can relate text structures or formats and/or genre and delineate and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. 	<p>that they can relate text structures or formats and/or genre and delineate and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p>	<ul style="list-style-type: none"> • Provide thorough evidence that they can relate text structures or formats and/or genre and delineate and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
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