

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	7
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Standards Relating to Key Ideas & Details

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.2 Determine two or more central ideas in a text.
 a. Analyze their development over the course of the text.
 b. Provide an objective summary of the text.

7.RI.3 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).

Key Ideas and Details: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
Why is finding and citing evidence important to analyzing a text? How do readers construct meaning from a text?	Textual evidence and inferences allow readers to analyze the text. Authors purposefully select and organize details in a text to communicate a central idea. Individuals, events, and ideas interact with and influence each other.

Learning Progression: Key Ideas & Details (7.RI.1 7.RI.2 7.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.2 Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.	7.RI.2 Determine two or more central ideas in a text. a. Analyze their development over the course of the text. b. Provide an objective summary of the text.	8.RI.2 Determine a central idea of a text a. Analyze its development over the course of the text, including its relationship to supporting ideas. b. Provide an objective summary of the text.
6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence	8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons,

	ideas or events).	analogies, or categories).
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>7.RI.1</p> <ul style="list-style-type: none"> • Cite evidence (inferred, explicit) <p>7.RI.2</p> <ul style="list-style-type: none"> • Central idea • Supporting details • Objective summary <p>7.RI.3</p> <ul style="list-style-type: none"> • Interaction • Influence 	<p>7.RI.1 Evidence supports analysis. Supported analysis needs several pieces of evidence, either explicit or inferred.</p> <p>7.RI.2 Central ideas develop throughout a text. Identifying central ideas is essential for writing an objective summary.</p> <p>7.RI.3 Individuals, events, and ideas interact with and influence each other.</p>	<p>7.RI.1 Accurately cite text evidence (directly quote or paraphrase) to support analysis. Draw inferences from text to support analysis.</p> <p>7.RI.2 Determine two or more central ideas in the text. Analyze how the central ideas develop throughout the text. Construct an objective summary of the text.</p> <p>7.RI.3 Analyze how the individuals, events, and ideas in a text interact with and influence each other.</p>

Student Friendly Language
<p>7.RI.1 I can accurately cite evidence by quoting or paraphrasing to support my thinking. I can infer information from the text to support my thinking.</p> <p>7.RI.2 I can determine one or more central ideas. I can explain one or more central ideas that develop throughout the text. I can construct an objective summary of the text.</p> <p>7.RI.3 I can analyze how people, events and ideas relate to each other.</p>

Key Vocabulary		
<p>7.RI.1</p> <ul style="list-style-type: none"> • Cite • Support • Evidence • Analysis (analyze) • Inference (infer) • Explicitly (explicit) 	<p>7.RI.2</p> <ul style="list-style-type: none"> • Determine • Analyze • Central idea • Supporting details • Objective summary 	<p>7.RI.3</p> <ul style="list-style-type: none"> • Influence • Analyze • Interaction

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

When considering others' perspectives, we may need to support our perspective with valid facts and knowledge objectively in order to persuade or inform others (e.g., running for office, negotiating for a promotion at work, asking parents for a new phone).

Informational texts contain lessons and ideas that allow us to learn from human experiences and apply that knowledge to our own experiences (e.g., discrimination, resiliency, innovations in technology).

Resources

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

Achievement Level Descriptors

Key Ideas & Details:

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7.RI.2 Determine two or more central ideas in a text.
 a. Analyze their development over the course of the text.
 b. Provide an objective summary of the text.

7.RI.3 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).

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"> Minimally determine central ideas of a text using few relevant details; and cite little textual evidence in order to minimally support conclusions, including explicit details and inferences, drawn. Use minimal supporting evidence from some texts to minimally justify interpretations regarding one central idea, and minimally analyze interactions between individuals, events, and ideas. Provide a minimal, objective summary of the text distinct from personal opinions; use little textual evidence/details to justify analyses or judgments. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially determine central ideas of a text using some relevant details; and cite specific textual evidence in order to adequately support conclusions, including explicit details and inferences, drawn. Use partial supporting evidence from some texts to partially justify interpretations regarding two central ideas and how they develop over the course of the text, and partially analyze interactions between individuals, events, and ideas. Provide a partial, objective summary of the text distinct from personal opinions; use some textual evidence/details to justify analyses or judgments. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Determine central ideas of a text using relevant details; and cite specific, sufficient, and relevant textual evidence in order to adequately support conclusions, including explicit details and inferences, drawn. Use relevant supporting evidence from several texts to adequately justify interpretations regarding two or more central ideas and how they develop over the course of the text, and analyze interactions between individuals, events, and ideas, including the influence one has on another. Provide an objective summary of the text distinct from personal opinions; use adequate textual evidence/details to justify analyses or judgments. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly determine central ideas of a text using strong relevant details; and cite specific, sufficient, and relevant textual evidence in order to adequately support conclusions, including explicit details and inferences, drawn. Use strong relevant supporting evidence from several texts to thoroughly justify interpretations regarding two or more central ideas and how they develop over the course of the text, and analyze interactions between individuals, events, and ideas, including the influence one has on another. Provide a thorough objective summary of the text distinct from personal opinions; use thorough textual evidence/details to justify analyses or judgments.