

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	7
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### Standards Relating to Integration of Knowledge and Ideas

7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7.RI.8 Trace and evaluate the argument and specific claims in a text.

- a. Assess whether the reasoning is sound.
- b. Assess whether the evidence is relevant and sufficient to support the claims.

7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
<p>How can comparing and contrasting texts in different mediums or genres lead to deeper understanding?</p> <p>How is it decided who wins an argument?</p>	<p>Meaning is affected depending on how information is presented.</p> <p>Comparing and contrasting multiple perspectives on a singular topic deepens students’ understanding of the topic.</p> <p>Valid arguments include sound reasoning, strong claims, and sufficient supporting evidence.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	<b>7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</b>	8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
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.	<b>7.RI.8 Trace and evaluate the argument and specific claims in a text.</b> <b>a. Assess whether the reasoning is sound.</b> <b>b. Assess whether the evidence is relevant and sufficient to support the claims.</b>	8.RI.8 Delineate (break down) and evaluate the argument and specific claims in a text; a. Assess whether the reasoning is sound. b. Assess whether the evidence is relevant and sufficient. c. Recognize when irrelevant evidence is introduced.

6.RI.9 Compare and contrast two authors' presentations of events on the same topic.	<b>7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</b>	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or identify where the texts disagree on matters of interpretation.
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>7.RI.7</b></p> <ul style="list-style-type: none"> <li>• Medium (e.g., text, audio, video, etc.)</li> </ul> <p><b>7.RI.8</b></p> <ul style="list-style-type: none"> <li>• Structure of an argument (claim, reasons, evidence, counterclaim, rebuttal)</li> <li>• Relevant vs. irrelevant evidence</li> <li>• Sufficient vs. insufficient evidence</li> </ul> <p><b>7.RI.9</b></p> <ul style="list-style-type: none"> <li>• Presentations of key information</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Point of view</li> <li>• Perspective</li> <li>• Fact</li> </ul>	<p><b>7.RI.7</b> Different mediums can change the portrayal of a subject.</p> <p><b>7.RI.8</b> Valid arguments include sound reasoning, strong claims, and sufficient supporting evidence.</p> <p><b>7.RI.9</b> Authors present information about the same topic from different perspectives.</p> <p>Words can be emphasized in a way that sways the reader toward the authors' point of view.</p>	<p><b>7.RI.7</b> Evaluate the differences between the written word and different mediums.</p> <p>Analyze how different mediums change the portrayal of a subject.</p> <p><b>7.RI.8</b> Trace an argument into its component parts.</p> <p>Evaluate whether the argument contains relevant evidence that is sufficient to support its claim.</p> <p><b>7.RI.9</b> Analyze how more than one author presents information about the same topic from different perspectives.</p> <p>Analyze how each author sways the reader to his or her point of view.</p>

<b>Student Friendly Language</b>
<p><b>7.RI.7</b> I can determine the differences between the written word and different mediums (e.g., audio, video, multimedia). I can explain how different mediums (e.g., audio, video, multimedia) change the portrayal of a subject.</p> <p><b>7.RI.8</b> I can break down an argument into its specific parts. I can determine whether the argument contains relevant evidence that is sufficient to support its claim.</p> <p><b>7.RI.9</b> I can analyze how more than one author presents information about the same topic from different viewpoints. I can analyze how each author sways the reader to his or her point of view.</p>

## Key Vocabulary

### 7.RI.7

- Compare
- Contrast
- Analyze
- Medium (e.g., text, audio, video, etc.)
- Portrayal

### 7.RI.8

- Trace
- Evaluate
- Assess
- Argument
- Claim
- Reasons
- Evidence
- Counterclaim
- Rebuttal
- Relevant
- Irrelevant
- Sufficient
- Insufficient

### 7.RI.9

- Analyze
- Emphasize
- Evidence
- Interpretation
- Point of view
- Perspective
- Fact

**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 are constantly bombarded by and potentially manipulated by various media trying to influence opinions about a subject, item, or idea (e.g., a newspaper ad v. electronic ad; hearing a speech v. reading a speech; celebrity endorsement).

In our daily lives, we have to gather and evaluate information in order to weigh our options and make informed decisions (e.g., buying certain products, determining personal stances on political issues, handling peer pressure).

## Resources

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

## Achievement Level Descriptors

### Integration of Knowledge and Ideas

7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

7.RI.8 Trace and evaluate the argument and specific claims in a text.  
 a. Assess whether the reasoning is sound.  
 b. Assess whether the evidence is relevant and sufficient to support the claims.

7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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"> <li>• With significant support, compare and contrast printed text to various media, such as audio/video/multimedia, minimally analyzing the portrayal of the subject and including relevant evidence to justify the analysis.</li> <li>• With significant support, trace and minimally evaluate the argument of the text, few of the specific claims, and the reasons and evidence.</li> <li>• With significant support, analyze the presentation of key information on the same topic in few texts/media by various authors.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• With minimal support, compare and contrast printed text to various media, such as audio/video/multimedia, partially analyzing the portrayal of the subject and including relevant evidence to justify the analysis.</li> <li>• With minimal support, trace and partially evaluate the argument of the text, some of the specific claims, and the reasons and evidence supporting the claim while assessing the soundness, relevance, and sufficiency of the reasoning and evidence.</li> <li>• With minimal support, analyze the presentation of key information on the same topic in various texts/media by various authors, partially emphasizing different evidence or advancing different interpretation of facts.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Compare and contrast printed text to various media, such as audio/video/multimedia, analyzing the portrayal of the subject and including relevant evidence to justify the analysis.</li> <li>• Trace and evaluate the argument of the text, the specific claims, and the reasons and evidence supporting the claim while assessing the soundness, relevance, and sufficiency of the reasoning and evidence.</li> <li>• Analyze the presentation of key information on the same topic in various texts/media by various authors, emphasizing different evidence or advancing different interpretation of facts.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Compare and contrast printed text with various media, such as audio/video/multimedia, thoroughly analyzing the portrayal of the subject and including relevant evidence to justify the analysis.</li> <li>• Thoroughly trace and evaluate the argument of the text, the specific claims, and the reasons and evidence supporting the claim while assessing the soundness, relevance, and sufficiency of the reasoning and evidence.</li> <li>• Analyze the presentation of key information on the same topic in various texts/media by various authors, thoroughly emphasizing different evidence or advancing different interpretation of facts.</li> </ul>