

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	K
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Standards Relating to Integration of Knowledge and Ideas
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.
K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text.
K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).

Integration of Knowledge and Ideas: 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>
<p>How can illustrations support text?</p> <p>How are details and evidence important in supporting a text?</p> <p>Why is it important to find similarities and differences about a topic?</p>	<p>Illustrations and text help readers develop understanding.</p> <p>Authors use details/evidence to support a text.</p> <p>Readers can find similarities and differences about a topic in various texts.</p>

Learning Progression: Integration of Knowledge and Ideas (K.RI.7 K.RI.8 K.RI.9)		
Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.	1.RI.7 Use the illustrations and details in a text to describe its key ideas.
N/A	K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text.	1.RI.8 Identify the details/evidence an author gives to support points in a text.
N/A	K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).	1.RI.9 Compare and contrast two texts on the same topic.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>K.RI.7</p> <ul style="list-style-type: none"> • Illustrations • Text <p>K.RI.8</p> <ul style="list-style-type: none"> • Informational text • Authors write for a purpose. • Evidence supports facts. • Reasons support opinions. <p>K.RI.9</p> <ul style="list-style-type: none"> • Similarities • Differences 	<p>K.RI.7 Illustrations support text.</p> <p>K.RI.8 In informational text, authors need to support their points with reasons.</p> <p>K.RI.9 Different texts can address the same topic in different ways.</p>	<p>K.RI.7 Describe events in the text by using illustrations.</p> <p>K.RI.8 With help, identify an author's reasoning by finding support within the text.</p> <p>K.RI.9 With help, identify similarities and differences between two texts.</p>

Student Friendly Language
<p>K.RI.7 With help, I can use illustrations to support me understanding the text.</p> <p>K.RI.8 With help, I can tell the reasons an author gives to support their points.</p> <p>K.RI.9 With help, I can tell similarities/differences between two texts with help.</p>

Key Vocabulary		
<p>K.RI.7</p> <ul style="list-style-type: none"> • Illustrations • Relationship • Text 	<p>K.RI.8</p> <ul style="list-style-type: none"> • Author • Text • Support • Points • Reasons 	<p>K.RI.9</p> <ul style="list-style-type: none"> • Similarities • Differences • Text • Topic

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
<p>Pictures can help us when following directions (building a rocket, legos).</p> <p>Reading informational text about the environment provides reasons for the need to recycle.</p>

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

Achievement Level Descriptors

Integration of Knowledge and Ideas

K.RI.7 With prompting and support, describe the relationship between illustrations and the text in an informational text.

K.RI.8 With prompting and support, identify the details/evidence an author gives to support points in a text

K.RI.9 With prompting and support compare and contrast two texts on the same topic (similarities and differences).

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, with significant prompting and support, students should be able to</p> <ul style="list-style-type: none"> • Minimally relate knowledge of few text features to explain information. • Minimally identify few details/evidence that support the main idea. • Minimally compare and contrast few similarities or differences of two texts on the same topic. 	<p>In grade-level texts, with prompting and support, students should be able to</p> <ul style="list-style-type: none"> • Partially relate knowledge of some text features to explain information. • Partially identify some details/evidence that support the main idea. • Partially compare and contrast some similarities and differences of two texts on the same topic. 	<p>In grade-level texts, with prompting and support, students should be able to</p> <ul style="list-style-type: none"> • Relate knowledge of text features to explain information. • Identify the details/evidence that support the main idea. • Compare and contrast the similarities and differences of two texts on the same topic. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Relate knowledge of text features to explain information. • Identify several details/evidence that support the main idea. • Compare and contrast several similarities and differences of two texts on the same topic.