

SD State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	4
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Standards Relating to Key Ideas & Details

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.

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

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

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>
How do the pictures and captions, diagrams and charts, timelines, and so on, help readers understand what a text says?	Readers can use information interpreted and explained through the use visual, oral, or quantitative (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) mediums.
How do animations or interactive elements on webpages help readers understand a text?	Authors include visual, oral, and quantitative information as reasons and evidence to support their points. This adds to the readers understanding of a presentation.
How does the oral format (recording or performance) help readers understand a presentation?	
Why might readers need information from two different sources to demonstrate knowledge about the subject?	Readers can integrate information from a variety of texts about one topic to ensure the accuracy of the information.
Where can readers look to confirm their ideas about what is important?	Readers can confirm their ideas by looking at headings, first sentences of paragraphs, table of contents, etc.

Learning Progression: Key Ideas & Details (4.RI.7 4.RI.8 4.RI.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.	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	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.

	appears.	
3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.	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.
3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.	4.RI.9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.	5.RI.9 Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
4.RI.7 <ul style="list-style-type: none"> ● Visual information ● Oral information ● Quantitative information ● Charts ● Graphs ● Diagrams ● Timelines ● Animations ● Webpage interactive elements 4.RI.8 <ul style="list-style-type: none"> ● Reasons and evidence ● Points in a text 4.RI.9 <ul style="list-style-type: none"> ● Integrate information. ● Demonstrate knowledge of a subject. 	4.RI.7 Information can be presented visually, orally, or quantitatively (a number of). Information presented visually, orally, or quantitatively contributes to the understanding of a text.	4.RI.7 Interpret information presented visually, orally, or quantitatively (a number of). Explain how the information contributes to an understand of the text.
	4.RI.8 Authors use reasons and evidence to support particular points in a text.	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
	4.RI.9 Information integrated from two texts demonstrates knowledge when writing or speaking.	4.RI.9 Integrate information from two texts on the same topic. Write, speak, or demonstrate knowledge about the topic.

Student Friendly Language
4.RI.7 I can interpret information presented visually, orally, or quantitatively (a number of). I can explain how the information contributes to an understanding of the text in which it appears.
4.RI.8 I can find the reasons and evidence in text that an author uses to support an idea.
4.RI.9 I can integrate information from two different texts by speaking or writing about the topic.

Key Vocabulary

4.RI.7

- Interpret
- Present
- Visual
- Oral
- Quantitative
- Charts
- Graphs
- Diagrams
- Timelines
- Animations
- Webpage interactive elements
- Explain

4.RI.8

- Explain
- Reasons
- Evidence
- Support points in a text

4.RI.9

- Integrate
- Demonstrate

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 can read timelines to gather information about time periods, people's lives, and events.

We can gather information for work presentations and projects.

We can find the reasons and evidence in text that an author uses to support his/her point.

We can compare different presentations from different colleges to help determine which college to choose.

We can research companies to determine career opportunities.

We can compare different candidates' positions to make voting choices.

Resources

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

Achievement Level Descriptors

Key Ideas & Details:

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.

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

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

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 interpret little information presented visually, orally, or quantitatively and minimally explain how little of the information contributes to an understanding of the text. Minimally integrate little information from two texts on the same topic in order to minimally write, speak, or demonstrate knowledge about the subject; and minimally explain how an author uses few supporting details as evidence to support particular points about a text. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially interpret some information presented visually, orally, or quantitatively and partially explain how the information contributes to an understanding of the text. Partially integrate some information from two texts on the same topic in order to partially write, speak, or demonstrate knowledge about the subject; and partially explain how an author uses some supporting details as evidence to support particular points about a text. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Adequately interpret information presented visually, orally, or quantitatively and adequately explain how the information contributes to an understanding of the text. Adequately integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject; and adequately explain how an author uses supporting details as evidence to support particular points about a text. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly interpret and analyze information presented visually, orally, or quantitatively and thoroughly explain how the information contributes to a thorough understanding of the text. Thoroughly integrate information from two texts on the same topic in order to thoroughly write, speak, or demonstrate knowledge about the subject; and thoroughly explain how an author uses supporting details as evidence to support particular points about a text.