SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	8

Standards Relating to Key Ideas & Details

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.

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.

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

Essential Questions (Drive Intellectual Curiosity-The Hook)	Big Idea Statements (What students need to discover)
How do readers construct meaning from a text?	Readers make inferences, based on text evidence, to construct meaning from complex texts. Readers use details in the text to make connections and/or distinctions between people, events, or ideas in texts. Authors purposefully select and organize details in a text to communicate a central idea.

Learning Progression: Key Ideas & Details   (8.RI.1   8.RI.2   8.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.**	9-10.RI.1 Cite strong, relevant and thorough 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.
	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.
		9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.

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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).	**8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**	9-10.RI.3 Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
8.RI.1 ● Explicit vs. implicit information ● Inferences ● Textual evidence ● Citation	**8.RI.1** Authors give information to readers both explicitly and implicitly. Readers make inferences to help understand what the author implies. To understand a text, a reader should use both explicit and implicit information. Some details in the text provide better support for an inference than others.	**8.RI.1** Use explicit and implicit information from a text to analyze it. Cite strong textual evidence to support an inference about the text.
8.RI.2 ● Central idea ● Thesis ● Supporting details ● Objective summary ● Fact vs. opinion	**8.RI.2** Informational texts contain one or more central ideas. Authors use supporting details to develop their ideas over the course of the text. Summarizing a text can help a reader demonstrate their understanding. An objective summary does not include the summarizer's opinions.	**8.RI.2** Identify the central idea(s) of an informational text. Analyze the way an author uses supporting details to develop their central idea(s). Give an objective summary of an informational text, including the central idea and key details.
8.RI.3 ● Analogy ● Comparison ● Category ● Connect ● Distinguish	**8.RI.3** Authors make connections between people, events, and ideas in a variety of ways. Readers better understand a text when they can understand the analogies and comparisons that authors use.	**8.RI.3** Compare and contrast individuals, events, and ideas in a text. Examine the relationships between individuals, events, and ideas in a text. Identify and analyze the techniques (like analogies and comparisons) an author uses to make connections or distinguish between individuals, events, and ideas in a text.

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Student Friendly Language

8.RI.1
I can find the best evidence from the text to support the inferences that I make about an informational text.

8.RI.2
I can summarize a text in my own words, without including my opinions or information from other sources.
I can identify the central idea of a text.
I can explain how each part of the text supports or relates to the central idea.

8.RI.3
I can explain how individuals, events, and ideas in a text are connected to each other and/or distinct from each other.
I can explain how authors use different techniques, like analogies or comparisons, to connect and/or distinguish individuals, events, and ideas in a text.

Key Vocabulary

8.RI.1
- Analyze
- Cite
- Textual evidence
- Explicit information
- Implicit information
- Inference
- Direct quote
- Paraphrase

8.RI.2
- Central idea
- Thesis
- Supporting details
- Fact
- Opinion
- Develop
- Objective summary

8.RI.3
- Analogy
- Comparison
- Category
- Analyze
- Distinguish

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 exposed to a variety of informational texts in all areas of our lives, from news and advertising to letters and blogs to legal documents and contracts. All of these different texts have a central idea supported by details, and in order to understand and communicate, we need to determine the message the author is sending and be able to summarize it in order to share with others.

We need to support our opinions with evidence in order to help others understand our viewpoint.

Resources

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

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Achievement Level Descriptors

Key Ideas & Details:

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.

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.

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to • Cite textual evidence that minimally supports an inference or conclusion drawn and minimally site a range of relevant textual evidence. • Minimally summarize central ideas and key events using few details to determine a central idea and analyze its development over the course of the text. • Minimally analyze how the structure of a text makes connections among and distinctions between individuals, ideas, or events.	In grade-level texts, students should be able to • Cite sufficient textual evidence that partially supports a complex inference, analysis, interpretation, or conclusion drawn and partially site a range of relevant textual evidence. • Partially summarize central ideas and key events using some details to determine a central idea and analyze its development over the course of the text. • Partially analyze how the structure of a text makes connections among and distinctions between individuals, ideas, or events.	In grade-level texts, students should be able to • Cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn and adequately site a range of relevant textual evidence that supports an analysis of explicit details and inferences. • Adequately summarize central ideas and key events using relevant details to determine a central idea and analyze its development over the course of the text, including its relationship to supporting ideas; and provide an objective summary. • Analyze how the structure of a text makes connections among and distinctions between individuals, ideas, or events.	In grade-level and higher texts, students should be able to • Cite strong, relevant textual evidence that thoroughly supports a complex inference, analysis, interpretation, or conclusion drawn and thoroughly site a range of relevant textual evidence that supports an analysis of explicit details and inferences. • Thoroughly summarize central ideas and key events using relevant details to determine a central idea and analyze its development over the course of the text, including its relationship to supporting ideas; and provide an objective summary. • Thoroughly analyze how the structure of a text makes connections among and distinctions between individuals, ideas, or events.

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