

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	9-10
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Standards Relating to Key Ideas & Details

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.

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.

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.

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 and why does a reader analyze a nonfiction text?	Collecting strong, relevant, and thorough evidence helps students analyze main ideas and text structures.

Learning Progression: Key Ideas and Details (9-10.RI.1 9-10.RI.2 9-10.RI.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.RI.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.	11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
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.	11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>9-10.RI.1</p> <ul style="list-style-type: none"> ● Process of analyzing text for evidence ● Evidence ● Inference ● Analysis ● Annotation ● Close reading ● Argumentation ● Relevance ● Citation <p>9-10.RI.2</p> <ul style="list-style-type: none"> ● Objective summary ● Recognition of specific detail ● Central idea and development ● Analysis <p>9-10.RI.3</p> <ul style="list-style-type: none"> ● Methods of framing and organizing <ul style="list-style-type: none"> ○ Sequence ○ Introduction ○ Development ○ Explicit and implicit connections 	<p>9-10.RI.1</p> <p>The author supports his or her purpose with facts, statistics, anecdotes, etc.</p> <p>Inferences can be drawn through text analysis.</p> <p>Explicit evidence must be used to support an analysis.</p> <p>9-10.RI.2</p> <p>Texts contain central ideas that are introduced, built, and refined by specific details.</p> <p>Ideas can be summarized without bias.</p> <p>The choice of style influences the development of the central idea.</p> <p>Readers should analyze the central idea of a text.</p> <p>9-10.RI.3</p> <p>The author has purpose in arranging and connecting the details in a text.</p> <p>Texts contain implicit and explicit connections.</p>	<p>9-10.RI.1</p> <p>Analyze for deeper meaning in text.</p> <p>Support conclusions created in the analysis by citing text.</p> <p>Draw inferences from the text.</p> <p>Support evidence gathered from the essential ideas of the text.</p> <p>Create appropriate citations using information from the text</p> <p>9-10.RI.2</p> <p>Analyze the main idea.</p> <p>Select evidence from text to support analysis of the central idea.</p> <p>Categorize specific details.</p> <p>Summarize text objectively.</p> <p>9-10.RI.3</p> <p>Explain how the author's ideas are connected.</p> <p>Analyze how an author links a series of ideas or events.</p> <p>Demonstrate understanding of how the introduction of events or ideas can develop purpose throughout the text.</p>

Student Friendly Language

9-10.RI.1

I can understand the information in the text.
I can analyze what the text is saying.
I can draw deeper meaning from the text.
I can share evidence found in the text.

9-10.RI.2

I can figure out and express the main idea of the text.
I can identify how the text is developed.
I can summarize the text without giving my own opinion.

9-10.RI.3

I can assess how the author introduces ideas.
I can explain how the author lays out the order of events to make his or her point.
I can figure out how the author introduces ideas.
I can evaluate the effectiveness of the author's choice of details.
I can explain how details are connected.

Key Vocabulary

9-10.RI.1

- Inferences
- Explicit
- Implicit
- Analyze
- Cite
- Textual
- Analysis
- Evidence

9-10.RI.2

- Objective
- Determine
- Central idea
- Summarize
- Analyze
- Refine
- Evidence

9-10.RI.3

- Analyze
- Unfold
- Sequence
- Connections

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

Informed citizens search the media independently for meaningful and reflective discussions.

In order to successfully navigate the wide range of available information, we need to analyze and draw inferences from text such as newspapers, book reviews, letters, and editorials.

In a real-world situation, we might analyze nutritional value of the food served, or analyze the health benefits of a product in order to relay this information to others.

Informational reading contributes to the process of becoming a life-long learner.

Understanding the concept of cause and effect will help with any aspect of life.

For example, we as critical readers can perceive the author's intentions to more clearly understand an issue.

Resources

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

Achievement Level Descriptors

Key Ideas & Details:

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.

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.

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.

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 cite textual evidence to support analysis of explicit information as well as inferences drawn from the text. Determine a central idea of text and minimally analyze its development, how it is introduced, built, and refined by specific details, over the course of the text and provide an objective summary. Minimally analyze the structure of text or series of ideas or events, including sequence, introduction, development. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially cite relevant textual evidence to support analysis of explicit information as well as inferences drawn from the text. Determine a central idea of text and partially analyze its development, how it is introduced, built, and refined by specific details, over the course of the text and provide an objective summary. Partially analyze the structure of text or series of ideas or events, including sequence, introduction, development. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Adequately cite strong, relevant and thorough textual evidence to support analysis of explicit information as well as inferences drawn from the text. Determine a central idea of text and analyze its development, how it is introduced, built, and refined by specific details, over the course of the text and provide an objective summary that supports analysis. Analyze the structure of text or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly cite strong, relevant and thorough textual evidence to support analysis of explicit information as well as complex inferences drawn from the text. Determine a central idea of text and thoroughly analyze its development, how it is introduced, built, and refined by specific details, over the course of the text and provide an objective summary that supports analysis. Thoroughly analyze the structure of text or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.