

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge	<b>Grade level:</b>	3
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### Standards Relating to Integration of Knowledge

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.

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.

3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.

### Integration of Knowledge: 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>
How do images and words help readers understand the text?	Images support the meaning of a text.
How do authors support their points?	The author provides evidence to help the reader understand.
How can readers compare and contrast text about the same topic?	Multiple texts broaden a reader's knowledge of a topic.

### Learning Progression: Integration of Knowledge (3.RI.7 3.RI.8 3.RI.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text.	<b>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.</b>	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.
2.RI.8 Describe how details/evidence support specific points the author makes in a text.	<b>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.</b>	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.
2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic.	<b>3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.</b>	4.RI.9 Integrate information from two texts on the same topic in order to write, speak, or demonstrate

		knowledge about the subject.
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**Rigor and Cognitive Complexity**

<p><b>Know (Factual)</b></p>	<p><b>Understand (Conceptual)</b> The students will understand that:</p>	<p><b>Do (Procedural/ Application)</b></p>
<p><b>3.RI.7</b></p> <ul style="list-style-type: none"> <li>Types of images</li> <li>Text features</li> </ul> <p><b>3.RI.8</b></p> <ul style="list-style-type: none"> <li>Paragraph structure</li> <li>Sequence</li> <li>Comparison</li> <li>Cause/effect</li> </ul> <p><b>3.RI.9</b></p> <ul style="list-style-type: none"> <li>Important points</li> <li>Key details</li> </ul>	<p><b>3.RI.7</b> Images and text features aid in comprehension of a text.</p> <p><b>3.RI.8</b> Paragraphs are within a text and are a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.</p> <p>Paragraphs are organized and written differently depending on the purpose.</p> <p>Texts are told in an order for it to make sense.</p> <p>Every action has a cause and effect relationship.</p> <p>Connections can be made between different topics within a text.</p> <p><b>3.RI.9</b> Comparing and contrasting are useful strategies in comprehending text.</p>	<p><b>3.RI.7</b> Interpret and analyze text features to understand a text.</p> <p><b>3.RI.8</b> Classify similarities and differences in a text.</p> <p>Organize sentences in order to retell a topic.</p> <p>Identify cause and effect within a text.</p> <p><b>3.RI.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

**Student Friendly Language**

<p><b>3.RI.7</b> I can use images and words to understand parts of a text.</p> <p><b>3.RI.8</b> I can describe the connections authors use to prove points. I know authors use different structures to present information within a text</p> <p><b>3.RI.9</b> I can compare and contrast important points and details from two texts on the same topic.</p>
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## Key Vocabulary

### 3.RI.7

- Images
- Key events
- Map
- Photograph
- Text features

### 3.RI.8

- Paragraph
- Sequence
- Comparison
- Cause/effect

### 3.RI.9

- Compare
- Contrast
- Important points
- Key details

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

Interpreting signs and maps helps us when traveling.

We utilize directions for cooking, electronics, etc.

We use diagrams for putting together equipment.

Comparing and contrasting similar topics allows us to make informed decisions in real life.

## Resources

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

## Achievement Level Descriptors

### Integration of Knowledge:

**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.

**3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.

**3.RI.9** Compare and contrast the main ideas and key details presented in two texts on the same topic.

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>• Use few explicit details and information from the text, including specific visual images and words, to support partial understanding of the text; minimally describe little connection between a few supporting details and the main idea stated by the author; and minimally describe the main ideas and some key details across two texts on the same topic.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Use some explicit details and information from the text, including specific visual images and words, to support partial understanding of the text; partially describe some connection between supporting details and the main idea stated by the author; and partially compare and contrast the main ideas and some key details across two texts on the same topic.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Use explicit details and information from the text, including specific visual images and words, to support understanding of the text; describe the connection between supporting details and the main idea stated by the author; and compare and contrast the main ideas and key details across two texts on the same topic.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Thoroughly use explicit details and information from the text, including specific visual images and words, to support thorough understanding of the text; thoroughly describe the connection between supporting details and the main idea stated by the author; and thoroughly compare and contrast the main ideas and key details across two texts on the same topic.</li> </ul>