

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	8
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Standards Relating to Integration of Knowledge and Ideas

8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- 8.RI.8 Delineate (break down) and evaluate the argument and specific claims in a text;
- a. Assess whether the reasoning is sound.
 - b. Assess whether the evidence is relevant and sufficient.
 - c. Recognize when irrelevant evidence is introduced.

8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or identify where the texts disagree on matters of interpretation.

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 do authors reach different audiences?</p> <p>How do readers know what to believe?</p>	<p>Authors make choices about what medium to use based on their audience, task, and purpose.</p> <p>People respond in different ways to information that is presented in different mediums.</p> <p>Readers should think critically about the arguments that authors present, rather than simply taking them at face value.</p> <p>Sometimes authors use faulty logic or irrelevant evidence to support their claims or manipulate readers.</p> <p>It is important to compare texts, especially on controversial topics, and to evaluate the logic and evidence in each of them in order to come to a deeper understanding of the topic.</p>

Learning Progression: Integration of Knowledge and Ideas (8.RI.7 8.RI.8 8.RI.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
7.RI.8 Trace and evaluate the	8.RI.8 Delineate (break down) and	9-10.RI.8 Delineate (break down)

<p>argument and specific claims in a text.</p> <ul style="list-style-type: none"> a. Assess whether the reasoning is sound. b. Assess whether the evidence is relevant and sufficient to support the claims. 	<p>evaluate the argument and specific claims in a text;</p> <ul style="list-style-type: none"> a. Assess whether the reasoning is sound. b. Assess whether the evidence is relevant and sufficient. c. Recognize when irrelevant evidence is introduced. 	<p>and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or identify where the texts disagree on matters of interpretation.</p>	<p>9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>8.RI.7</p> <ul style="list-style-type: none"> • Characteristics of different mediums (i.e. print, visual, audio, digital, multimedia) <p>8.RI.8</p> <ul style="list-style-type: none"> • Structure of an argument (claim, reasons, evidence, counterclaim, rebuttal) • Relevant vs. irrelevant evidence • Sufficient vs. insufficient evidence • Rhetorical appeals (ethos, pathos, logos) • Sound reasoning and some common logical fallacies <p>8.RI.9</p> <ul style="list-style-type: none"> • Fact vs. Opinion • Interpretation of information • Slant and bias 	<p>8.RI.7</p> <p>There are advantages and disadvantages to each different text medium.</p> <p>Authors choose a medium to use based on their audience, task, and purpose.</p> <p>8.RI.8</p> <p>Effective arguments include claims that are supported by reasoning and sufficient evidence, as well as an acknowledgement and rebuttal of counterclaims.</p> <p>Authors use three main types of appeals (emotional, logical, ethical) to persuade an audience.</p> <p>Logical fallacies are flaws or mistakes in reasoning and support for a claim.</p> <p>Authors sometimes manipulate or mislead readers in different ways.</p> <p>8.RI.9</p> <p>Authors may interpret the same set of facts in different ways and may disagree on matters of fact or opinion.</p>	<p>8.RI.7</p> <p>Describe the advantages and disadvantages of different text mediums.</p> <p>Compare and contrast texts on the same topic in different mediums.</p> <p>Evaluate the effectiveness of a specific medium based on the audience, task, and purpose of the text.</p> <p>8.RI.8</p> <p>Delineate (break down) an argument into its component parts.</p> <p>Identify evidence that is relevant or irrelevant to the author's claim.</p> <p>Evaluate whether an author provides sufficient evidence to support a claim.</p> <p>Evaluate the soundness of an author's reasoning.</p> <p>8.RI.9</p> <p>Compare and contrast two or more texts on the same topic.</p>

	<p>An author's bias may influence the way that he/she interprets or presents facts and evidence.</p> <p>Reading critically, especially when texts disagree on matters of fact or opinion, helps readers better understand complex or controversial topics.</p>	<p>Analyze the texts to identify where the authors disagree on matters of fact or opinion.</p>
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Student Friendly Language

<p>8.RI.7 I can describe the advantages and disadvantages of different text mediums. I can compare and contrast texts in different mediums on the same topic. I can decide how well the medium worked to reach the audience and accomplish the author's purpose and task.</p> <p>8.RI.8 I can break down an argument into its parts (like claims, reasons, evidence, counterclaims, and rebuttal). I can recognize when an author uses irrelevant evidence. I can decide if an author has used enough evidence to support his/her claim. I can decide if an author's reasoning is sound and logical.</p> <p>8.RI.9 I can compare and contrast two or more texts on the same topic. I can analyze the texts to identify when the authors disagree on matters of fact or opinion.</p>

Key Vocabulary

<p>8.RI.7</p> <ul style="list-style-type: none"> ● Evaluate ● Mediums 	<p>8.RI.8</p> <ul style="list-style-type: none"> ● Delineate ● Evaluate ● Argument ● Refute ● Rebuttal ● Rhetoric: Ethos/Pathos/Logos ● Claim ● Assess ● Reasoning ● Logic ● Logical Fallacy ● Evidence ● Relevant ● Irrelevant ● Sufficient ● Insufficient ● Propaganda 	<p>8.RI.9</p> <ul style="list-style-type: none"> ● Analyze ● Conflicting information ● Interpret ● Fact ● Opinion ● Bias ● Slant
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

As adults, we spend a great amount of time convincing people about issues we care about and sharing information, so it is vital to know how to apply various mediums to reach the audience we are addressing and accomplish our goal.

We need the ability to understand and assess the credibility of information in our daily lives (i.e. gossip, social media and viral online content, advertisements, etc.) to avoid being taken in by scams, propaganda, and false information.

We will encounter conflicting information, especially about controversial topics and “hot-button issues.” When this happens, we need to read further and evaluate the sources (for purpose, bias, and faulty logic) so that we can make decisions based on the best-available information. We should avoid relying on only one information source.

Resources

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

Achievement Level Descriptors

Integration of Knowledge and Ideas:

8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8.RI.8 Delineate (break down) and evaluate the argument and specific claims in a text;

- Assess whether the reasoning is sound.
- Assess whether the evidence is relevant and sufficient.
- Recognize when irrelevant evidence is introduced.

8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or identify where the texts disagree on matters of interpretation.

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 evaluate the advantages and disadvantages of using print/digital/video/multimedia media to minimally present a particular topic or idea. Minimally delineate and evaluate the argument and specific claims in a text. Minimally analyze two texts that provide conflicting information about the same topic and identify when two texts disagree. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially evaluate the advantages and disadvantages of using print/digital/video/multimedia media to partially present a particular topic or idea. Partially delineate and evaluate the argument and specific claims in a text, assessing the soundness of reasons, relevance and sufficiency of the evidence. Partially analyze two texts that provide conflicting information about the same topic and identify when two texts disagree. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Evaluate the advantages and disadvantages of using print/digital/video/multimedia media to present a particular topic or idea. Delineate and evaluate the argument and specific claims in a text, assessing the soundness of reasons, relevance and sufficiency of the evidence. Analyze two texts that provide conflicting information about the same topic and identify when two texts disagree on matter of fact or identify when the texts disagree on interpretation. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Evaluate the advantages and disadvantages of using print/digital/video/multimedia media to thoroughly present a particular topic or idea. Thoroughly delineate and evaluate the argument and specific claims in a text, assessing the soundness of reasons, relevance and sufficiency of the evidence. Thoroughly analyze at least two texts that provide conflicting information about the same topic and identify when two texts disagree on matter of fact or identify when the texts disagree on interpretation.