

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	9-10
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Standards Relating to Integration of Knowledge and Ideas

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.

9-10.RI.8 Delineate (break down) 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.

9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

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 and why should students analyze accounts of a subject told in different mediums and source materials?</p> <p>Why should students evaluate a text’s claims, reasoning, and evidence?</p> <p>Why should students analyze seminal U.S. documents for literary and historical significance?</p>	<p>In comparing and contrasting different mediums, students can evaluate what is effective in the different representations of text.</p> <p>All texts should be examined for valid reasoning and use of relevant and sufficient evidence for credibility.</p> <p>Students should read seminal U.S. documents to relate to themes and concepts prevalent in our country.</p>

Learning Progression: Integration of Knowledge and Ideas (9-10.RI.7 9-10.RI.8 9-10.RI.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
8.RI.8 Delineate (break down) and evaluate the argument and specific claims in a text; <ol 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 	9-10.RI.8 Delineate (break down) 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.	11-12.RI.8 Delineate (break down) and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

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.	9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>9-10.RI.7</p> <ul style="list-style-type: none"> Primary source Secondary source Point of view from various mediums Genres <p>9-10.RI.8</p> <ul style="list-style-type: none"> Logical fallacies Structure of an argument Source evaluation (e.g. web evaluation) Delineate <p>9-10.RI.9</p> <ul style="list-style-type: none"> Historical events within the particular document Time-relevant verbiage and vocabulary (such as “fourscore and seven...”) Significance Purpose Theme Tone Mood Point of view 	<p>9-10.RI.7</p> <p>Authors and artists make choices about what details to include in an account based on their purpose in writing.</p> <p>The manner in which details are presented reflects their relative importance.</p> <p>The choice of medium affects what details can be emphasized.</p> <p>Different genres provide unique accounts.</p> <p>9-10.RI.8</p> <p>Claims can be valid or invalid.</p> <p>An author needs to use relevant information to support his or her claims.</p> <p>Some authors will use faulty reasoning and information.</p> <p>9-10.RI.9</p> <p>U.S. documents can employ rhetorical devices.</p> <p>Documents shape the outcome of the future as well as the time of the original writing.</p> <p>Documents are written to convey messages of insight and understanding of the real world.</p>	<p>9-10.RI.7</p> <p>Examine details in different accounts of a subject.</p> <p>Compare the relative importance of details presented in different accounts.</p> <p>Analyze the effect different sources have in regards to an author’s/artist’s choice of details.</p> <p>9-10.RI.8</p> <p>Assess validity of the author’s reasoning.</p> <p>Evaluate evidence in reference to the claim.</p> <p>Analyze statements for fallacious reasoning.</p> <p>Evaluate the development of the author’s argument.</p> <p>9-10.RI.9</p> <p>Compare and contrast thematic and conceptual connections among several documents (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom speech, King’s “Letter from Birmingham Jail”).</p> <p>Formulate predictions based on the events noted in document.</p> <p>Evaluate historical/literary significance</p>

	Common themes can be found across documents from varying eras and cultures.	of a document. Identify a theme(s) for the document. Break down and paraphrase a document.
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Student Friendly Language
<p>9-10.RI.7 I can find different accounts of a subject across a variety of sources. I can understand the differences in how the topic is presented. I can recognize which details are important for each account. I can explain how each account emphasizes different aspects of the topic.</p> <p>9-10.RI.8 I can outline the argument the author makes. I can evaluate whether the author's support is reliable and valid. I can identify whether the author uses misleading information. I can evaluate an author's argument.</p> <p>9-10.RI.9 I can make connections between several historical documents. I can communicate the important lessons learned from American documents and texts. I can evaluate the impact of the document on our history. I can predict how this document will shape or influence other relevant documents. I can connect the written word of the document and actions taken in real life. I can identify the author's use of literary devices and word choice in historical documents.</p>

Key Vocabulary		
<p>9-10.RI.7</p> <ul style="list-style-type: none"> ● Analyze ● Source text ● Adaptation ● Multimedia ● Medium 	<p>9-10.RI.8</p> <ul style="list-style-type: none"> ● Relevant ● Sufficient ● Fallacies ● Valid ● Assess ● Evaluate ● Delineate ● Rhetorical appeals (ethos, pathos, logos) 	<p>9-10.RI.9</p> <ul style="list-style-type: none"> ● Foundational works ● Themes ● Concepts ● Seminal ● Literary period ● Significance

<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p>
<p>We must be able to express and support detailed opinions with an understanding of multiple perspectives when choosing among employment opportunities, media options, and higher education.</p> <p>We need the ability to assess and recognize the validity of information in our daily lives (e.g. media, gossip, etc.). We will improve our ability to support our own argument and the ability to recognize faulty logic. It will help evaluate a colleague, employer, or client's arguments.</p> <p>We study historical and literary texts to better express ourselves for different purposes.</p> <p>When we are looking at past occurrences in history, we can apply the generalizations to a current issue and develop effective decision-making skills. We have to understand a variety of human experiences.</p>

Resources

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

Achievement Level Descriptors

Integration of Knowledge and Ideas:

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.

9-10.RI.8 Delineate (break down) 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.

9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

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 analyze few accounts of a subject told in different mediums, minimally determining details emphasized in each medium.• Minimally evaluate the argument and claims in a text, assessing the validity of the reasoning.• Apply reasoning and a minimal range of textual evidence to minimally justify analyses of author's information, as in seminal U.S. documents of history and literary significance.	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none">• Partially analyze some accounts of a subject told in different mediums, partially determining which details are emphasized in each medium.• Partially evaluate the argument and specific claims in a text, assessing the validity of the reasoning and the relevance and sufficiency of the evidence.• Apply reasoning and a partial range of textual evidence to partially justify analyses of author's information, as in seminal U.S. documents of history and literary significance.	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none">• Adequately analyze various accounts of a subject told in different mediums, determining which details are emphasized in each medium.• Evaluate the argument and specific claims in a text, assessing the validity of the reasoning and the relevance and sufficiency of the evidence in addition to identifying false statements and fallacious reasoning.• Apply reasoning and an adequate range of textual evidence to justify analyses of author's information, as in seminal U.S. documents of history and literary significance.	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none">• Thoroughly analyze various accounts of a subject portrayed in different mediums, determining which details are emphasized in each medium.• Thoroughly evaluate the argument and specific claims in a text, assessing the validity of the reasoning and the relevance and sufficiency of the evidence in addition to thoroughly identifying false statements and fallacious reasoning.• Apply reasoning and a thorough range of textual evidence to justify analyses of author's information, as in seminal U.S. documents of history and literary significance.