

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><u>Questions to Focus Learning</u></p> <p>Why should more than one text be used when gathering information on a single topic?</p> <p>Integrating information from more than one text, on a single topic, allows the person to write or speak more knowledgeably about the topic.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know that information from two texts can be combined to create a more complete understanding of a topic.</p> <p><i>Reasoning Targets</i></p> <p>I can identify key and relevant details on a single topic between two texts. I can categorize key details from two texts. I can eliminate nonessential information. I can combine information from two texts on a single topic.</p> <p><i>Performance Targets</i></p> <p>I can speak knowledgeably about a topic, integrating information from two texts.</p> <p><i>Product Targets</i></p> <p>I can compose a piece of writing on a topic, integrating information from two texts.</p>

Vocabulary

integrate
synthesize

Teacher Tips

[Compare and Contrast Mini-Lesson](#)—This lesson models how to teach students to compare and contrast two texts.

[Comprehending Multiple Texts](#)—Raymond P. Kettel and Nancy L. Douglas provide strong support for using multiple texts to teach students about a specific theme.

[Connecting Across Texts](#)—This PDF document, based upon the Texas TEKS assessment, offers strategies and mentor texts for helping students to make connections across texts. Themes are explored in both fiction and nonfiction texts.

[Exploring Compare and Contrast in Expository Texts](#)—These Read Write Think lessons explains how students will work with their peers using Internet resources to find similarities and differences about the same subject matter.

[Inquiry Chart](#)—The Inquiry Chart (I-chart) is a strategy that helps students to gather information about a topic from several sources. Teachers create the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students write a summary in the final row. Different answers from various perspectives can be explored as a class.

[Multiple Texts](#)—This article discusses the advantages of using multiple texts at varying levels so students have access to content at their independent level.

Vertical Progression

RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.

RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.7.9 - 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.

RI.8.9 - 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 interpretation.

RI.9-10.9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RI.11-12.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.4.9](#)