

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	11-12
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Standards Relating to Integration of Knowledge and Ideas

11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.

11-12.RL.8 (Not applicable to literature)

11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American or world literature, including how two or more texts from the same period treat similar themes or topics.

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>
Why do multiple interpretations of a story exist, and why consider more than one?	Multiple interpretations/versions of a story in a variety of artistic mediums reflect varying viewpoints, offer a window into another way of understanding the message, and may provide different forms of accessibility that make the story more engaging and relatable.
Why is it necessary to be exposed to foundational works of literature that are reflective of multiple time periods?	Reading and analyzing foundational works of literature illustrate universality of themes and issues and provide a greater understanding of the human condition.

Learning Progression: Integration of Knowledge and Ideas (11-12.RL.7 11-12.RL.8 11-12.RL.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.	N/A
9-10.RL.8 (Not applicable to literature)	11-12.RL.8 (Not applicable to literature)	N/A
9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American or world literature, including how two or more texts from the same period treat similar themes or topics.	N/A

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>11-12.RL.7</p> <ul style="list-style-type: none"> • Interpretation of source text • Artistic mediums (audio, live performance, video recording, digital media, etc.) <p>11-12.RL.8 N/A</p> <p>11-12.RL.9</p> <ul style="list-style-type: none"> • Seventeenth-, eighteenth-, nineteenth-, and early twentieth-century American and world literature authors • Seventeenth-, eighteenth-, nineteenth-, and early twentieth-century American and world literature foundational works. 	<p>11-12.RL.7 Stories, dramas, and poems lend themselves to multiple interpretations.</p> <p>11-12.RL.8 N/A</p> <p>11-12.RL.9 Events within a time period are reflected in an author's genre and style.</p> <p>Generalizations about life and human nature are timeless and can be recognized in themes throughout literature.</p>	<p>11-12.RL.7 Compare and contrast the various artistic mediums and adaptations of a source text.</p> <p>Evaluate the various artistic mediums and adaptations of a source text.</p> <p>11-12.RL.8 N/A</p> <p>11-12.RL.9 Synthesize different themes in texts.</p> <p>Cite evidence of how themes continue to exist throughout time periods.</p> <p>Analyze different genres in the various literary periods.</p>

Student Friendly Language
<p>11-12.RL.7 I can examine multiple interpretations of a story, drama, or poem based on a source text. I can explain the strengths and weaknesses of more than one interpretation from various artistic mediums. I can express and support my opinion and emotional response to an author's work.</p> <p>11-12.RL.8 N/A</p> <p>11-12.RL.9 I can analyze American and/or world literature from various periods during the eighteenth-, nineteenth-, and early twentieth-century. I can connect and explain themes and topics from the same time period.</p>

Key Vocabulary		
<p>11-12.RL.7</p> <ul style="list-style-type: none"> • Interpretation • Analyze • Source text • Adaptation • Artistic medium 	<p>11-12.RL.8 N/A</p>	<p>11-12.RL.9</p> <ul style="list-style-type: none"> • Foundational works • Themes • Literary period • Synthesize • Allusion • Allegory

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

People may interpret events and situations in different ways, yet it is important to accept that each perspective may be no more "correct" than another. Being exposed to diverse perspectives allows individuals to practice considering multiple viewpoints.

When students understand foundational works, they are more familiar with ideas and references that are timeless and relevant in modern culture.

Being able to compare and contrast or synthesize ideas will help students develop effective decision-making skills.

Resources

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

Achievement Level Descriptors

Integration of Knowledge and Ideas:

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11-12.RL.8 (Not applicable to literature)

11-12.RL.9 Demonstrate knowledge of seventeenth-, eighteenth-, nineteenth- and early twentieth-century foundational works of American or world literature, including how two or more texts from the same period treat similar themes or topics.

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 portrayals of story, drama, poem through various media, evaluating each version and how the medium interprets the information. With significant support, apply minimal reasoning and a minimal range of textual evidence to justify inferences or judgments made with regard to universal themes, characters, and point of view or discourse style on plot/subplot development, including knowledge of eighteenth, nineteenth, and early twentieth century foundational literary works of American and World literature and various texts from the same period treat similar topics/themes 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially analyze some portrayals of story, drama, poem through various media, evaluating each version and how the medium interprets the information. With minimal support, apply partial reasoning and a partial range of textual evidence to justify inferences or judgments made with regard to universal themes, characters, and point of view or discourse style on plot/subplot development, including knowledge of eighteenth, nineteenth, and early twentieth century foundational literary works of American and World literature and various texts from the same period treat similar topics/themes. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Analyze multiple portrayals of story, drama, poem through various media, evaluating each version and how the medium interprets the information. Apply reasoning and an adequate range of textual evidence to justify inferences or judgments made with regard to universal themes, characters, and point of view or discourse style on plot/subplot development, including knowledge of eighteenth, nineteenth, and early twentieth century foundational literary works of American and World literature and various texts from the same period treat similar topics/themes. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Analyze multiple portrayals of story, drama, poem through various media, evaluating each version and how the medium interprets the information. Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made with regard to universal themes, characters, and point of view or discourse style on plot/subplot development, including knowledge of eighteenth, nineteenth, and early twentieth century foundational literary works of American and World literature and various texts from the same period treat similar topics/themes.