

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	6
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### Standards Relating to Integration of Knowledge and Ideas

6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

6.RL.8 (Not applicable to literature)

6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.

### Knowledge and Ideas: Integration of Knowledge and Ideas: 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>
<p>How do I know the difference between different genres?</p> <p>How do I compare and contrast what I hear and what I see?</p>	<p>Compare and contrast various forms of media related text (e.g., story, drama, poem, etc.).</p> <p>Provide evidence to support a claim using various forms of text (e.g., story, drama, poem, etc.).</p> <p>Differentiate points of view from various authors’ perspectives.</p>

### Learning Progression: Integration of Knowledge and Ideas (6.RL.7 6.RL.8 6.RL.9)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	<b>6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</b>	7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
5.RL.8 (Not applicable to literature)	<b>6.RL.8 (Not applicable to literature)</b>	7.RL.8 (Not applicable to literature)
5.RL.9 Compare and contrast the authors' approach to similar themes and topics within the same genre.	<b>6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.</b>	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors of fiction use or alter history.

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>6.RL.7</b></p> <ul style="list-style-type: none"> <li>Identifying various forms of media (e.g., audio, video, live version)</li> <li>Identifying various forms of text (e.g., story, drama, poem)</li> <li>Developing themes and topics</li> </ul> <p><b>6.RL.9</b></p> <ul style="list-style-type: none"> <li>Identifying genre</li> <li>Clarifying topic</li> <li>Recognizing theme</li> </ul>	<p><b>6.RL.7</b> Sometimes the experience of reading is different from a live, video and/or audio version of a text.</p> <p>Experiencing the live, audio or video version of a text can enhance or detract from a text version.</p> <p><b>6.RL.9</b> Similar themes and topics can be approached through different forms or genres.</p> <p>Themes and topics are not necessarily specific to one genre or form.</p> <p>Comparing and contrasting will develop an overall understanding of the relationships within a topic or theme across various genres.</p>	<p><b>6.RL.7</b> Compare and contrast media forms opposed to text forms.</p> <p>Analyze and critique the similarities and differences between media and text forms.</p> <p><b>6.RL.9</b> Compare and contrast the approach to similar themes and topics texts in multiple forms or genres.</p> <p>Explain how the multiple texts develop a theme or topic.</p> <p>Analyze and evaluate approaches to similar themes and topics across different forms and genres.</p>

<b>Student Friendly Language</b>
<p><b>6.RL.7</b> I can compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video format, including the various perceptions that come with reading or listening/watching.</p> <p><b>6.RL.8</b> (Not applicable to literature)</p> <p><b>6.RL.9</b> I can compare and contrast similar themes in various genres.</p>

**Key Vocabulary**

<b>6.RL.7</b> <ul style="list-style-type: none"><li>• Compare</li><li>• Contrast</li><li>• Drama</li><li>• Media Forms</li><li>• Textual Forms</li></ul>	<b>6.RL.8</b> (Not applicable to literature)	<b>6.RL.9</b> <ul style="list-style-type: none"><li>• Genres</li><li>• Theme</li><li>• Topic</li></ul>
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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?

We need to learn how a story is presented and how it impacts someone's interpretation of the story. At times, someone may read a book, then see the movie version and need to decide which version was better, or explain the strengths/weaknesses of each version. If a person would be hired as a movie reviewer for a newspaper, it would be important to be able to compare and contrast the movie version to the book version. This same skill could come in handy when a person is deciding whether to buy a book, such as *The Hunger Games*, or to watch the movie instead. These skills would carry over into discussing the two formats with a friend or persuading them on which version is better.

We need to learn that a person can choose a variety of genres based on his/her interests. For example, if a person likes to read stories about survival, there will be many options to select. A story about surviving an avalanche can be compared to surviving a boating accident, therefore enhancing a person's knowledge base of survival. If a person wants to learn more about the Olympians he /she could read historical novels, poetry and/or short stories. Finally, two different stories about friendship in separate genres could help a person see the topic in different ways, which could help him/her apply this to his/her own life.

**Resources**

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

## Achievement Level Descriptors

### Key Ideas & Details:

6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

6.RL.8 (Not applicable to literature)

6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and 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"> <li>• With significant support, compare and contrast the reading of a story, drama, or poem in print with listening or viewing the same text in digital media/audio-visual, minimally describing their perceptions gathered in some media.</li> <li>• With significant support, compare and contrast few different forms and genres of texts when approaching the same topic, providing minimal explanation of similarities and differences.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Compare and contrast the reading of a story, drama, or poem in print with listening or viewing the same text in digital media/audio-visual, partially describing their perceptions gathered in some media.</li> <li>• Compare and contrast some different forms and genres of texts when approaching the same topic, providing partial explanation of similarities and differences.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Compare and contrast the reading of a story, drama, or poem in print with listening or viewing the same text in digital media/audio-visual, describing their perceptions gathered in each medium.</li> <li>• Compare and contrast several different forms and genres of texts when approaching the same topic, providing explanation of similarities and differences.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Compare and contrast the reading of a story, drama, or poem in print with listening or viewing the same text in digital media/audio-visual, thoroughly describing their perceptions of similarities and differences gathered in each medium.</li> <li>• Compare and contrast several different forms and genres of texts when approaching the same topic, providing thorough explanation of similarities and differences.</li> </ul>