### Standards Relating to Integration of Knowledge and Ideas

2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.8 (Not applicable to literature)

2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### Integration of Knowledge and Ideas: Relevance and Essential Questions: What’s the point?

<table>
<thead>
<tr>
<th>Essential Questions (Drive Intellectual Curiosity-The Hook)</th>
<th>Big Idea Statements (What students need to discover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do illustrations add to the story?</td>
<td>Illustrations and the author’s choice of words add meaning to a story.</td>
</tr>
<tr>
<td>How does the author’s choice of words help readers understand the story?</td>
<td>The same story can be written in a variety of ways by different authors and cultures.</td>
</tr>
<tr>
<td>Why are there different versions of the same story?</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Progression: Integration of Knowledge and Ideas (2.RL.7  2.RL.8  2.RL.9)

<table>
<thead>
<tr>
<th>Correlating Standard in Previous Year</th>
<th>Number Sequence &amp; Standard</th>
<th>Correlating Standard in Following Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
<td>3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</td>
</tr>
<tr>
<td>1.RL.8 (Not applicable to literature)</td>
<td>2.RL.8 (Not applicable to literature)</td>
<td>3.RL.8 (Not applicable to literature)</td>
</tr>
<tr>
<td>1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</td>
<td>2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
<td>3.RL.9 Compare and contrast the central message/themes, settings, and plots of stories written by the same author about the same or similar characters.</td>
</tr>
</tbody>
</table>
### Rigor and Cognitive Complexity

<table>
<thead>
<tr>
<th>Know (Factual)</th>
<th>Understand (Conceptual)</th>
<th>Do (Procedural/ Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.RL.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Literary elements (characters, setting, plot)</td>
<td>2.RL.7 Character, setting, and plot are key in most forms of text.</td>
<td>2.RL.7 Utilize illustrations and text to demonstrate understanding characters, setting, and plot of various genres.</td>
</tr>
<tr>
<td>● Illustrations</td>
<td>Illustrations may convey meaning about character, setting and plot.</td>
<td></td>
</tr>
<tr>
<td>● Digital text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.RL.8 (Not applicable to literature)

2.RL.9

- Compare/similarities
- Contrast/differences

2.RL.7

Character, setting, and plot are key in most forms of text.

Illustrations may convey meaning about character, setting and plot.

2.RL.8 (Not applicable to literature)

2.RL.9

There may be different versions of the same story.

When comparing stories, the reader focuses on similarities.

When contrasting stories, the reader focuses on differences.

### Student Friendly Language

2.RL.7

I can use illustrations and text to tell about the characters, setting and plot of a story.

2.RL.8 (Not applicable to literature)

2.RL.9

I can compare and contrast two or more versions of the same story by different authors or from different cultures.

### Key Vocabulary

2.RL.7

- Illustrations
- Digital
- Print
- Character
- Setting
- Plot

2.RL.8 (Not applicable to literature)

2.RL.9

- Compare
- Similarities
- Contrast
- Differences
- Version
- Cultures

### Relevance and Applications:

How might the skills in the standards be applied at home, on the job, or in a real-world, relevant context?

Using illustrations helps us better understand the story.

Reading different versions of stories contributes to our appreciation of various cultures and points of view.

ELA Unpacked Standards 2018
## Resources

[https://doe.sd.gov/octe/ELA-resources.aspx](https://doe.sd.gov/octe/ELA-resources.aspx)

## Achievement Level Descriptors

### Integration of Knowledge and Ideas:

2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.8 Not applicable to literature)

2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>In grade-level texts, with significant support, students should be able to</td>
<td>In grade-level texts, with minimal support, students should be able to</td>
<td>In grade-level texts, students should be able to</td>
<td>In grade-level and higher texts, students should be able to</td>
</tr>
<tr>
<td>• Minimally use illustrations and words to demonstrate the understanding of story elements.</td>
<td>• Partially use illustrations and words to demonstrate the understanding of story elements.</td>
<td>• Use illustrations and words to demonstrate the understanding of story elements.</td>
<td>• Use and thoroughly explain illustrations and words to demonstrate the understanding of story elements.</td>
</tr>
<tr>
<td>• Minimally compare and contrast multiple versions of the same story by different authors or from different cultures.</td>
<td>• Partially compare and contrast multiple versions of the same story by different authors or from different cultures.</td>
<td>• Compare and contrast multiple versions of the same story by different authors or from different cultures.</td>
<td>• Thoroughly compare and contrast multiple versions of the same story by different authors or from different cultures in detail.</td>
</tr>
</tbody>
</table>