

# DIGITAL THEATRE<sup>+</sup>

## New York State Next Generation English Language Arts Learning Standards

DT+ is highly aligned to the Reading Standards of the New York State Next Generation English Language Arts Learning Standards. While we have content and resources for the other strands and standards, particularly Listening and Speaking, Reading is the primary area we are designed to support.

### GRADE 6

### Reading Standards

#### Key Ideas and Details

| Anchor Standards   | Standards  | Example Content Correlation   |
|--|--|---|
| 1 – Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 6R1 - Cite textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences.                        | <p><b>Short Stories</b><br/>The Short Stories series includes performed recitals of key extracts from a range of accessible short stories, supported by analyses of the extracts and their relevance to the story as a whole.</p> <p>Inferences, themes, character and plot are identified and analysed, for example <a href="#">The Tell-Tale Heart by Edgar Allan Poe</a></p> |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | 6R2 - Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text. |   |
| 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   | 6R3 - In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution.          |   |

#### Craft and Structure

| Anchor Standards   | Standards   | Example Content Correlation   |
|--|---|---|
| 4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    | 6R4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. | <p><b>Poetry in Action</b><br/>The Poetry in Action series includes video recitals and analyses of poems from a wide span of time periods and world cultures.</p> <p>Accessible analyses identify and interpret language, structure, theme and point of view, for example <a href="#">Jabberwocky by Lewis Carroll</a> and <a href="#">The Rose That Grew From Concrete by Tupac Shakur</a></p> |
| 5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 6R5 - In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot.     |   |
| 6 - Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.   | 6R6 - In literary texts, identify the point of view and explain how it is developed and conveys meaning.  |   |

## Integration of Knowledge and Ideas

| Anchor Standards   | Standards   | Example Content Correlation   |
|--|---|---|
| 7 – Integrate and evaluate content presented in diverse media and formats..  | 6R7 - Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.  | Relevant plays, poems, short story extracts, and novel adaptations, supported by e-learning analyses and workbooks. |
| 8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 6R8 - Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. |   |
| 9 - Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.                                    | 6R9 - Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.                  |   |

## Reading Standards

### Key Ideas and Details

| Anchor Standards   | Standards  | Example Content Correlation   |
|--|--|---|
| 1 – Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 7R1 - Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.  | <p><b>Short Stories</b><br/>The Short Stories series includes performed recitals of key extracts from a range of accessible short stories, supported by analyses of the extracts and their relevance to the story as a whole.</p> <p>Inferences, themes, character and plot are identified and analysed, for example <a href="#">The Tell-Tale Heart by Edgar Allan Poe</a></p> |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | 7R2 - Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. |   |
| 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   | 7R3 - In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning.            |   |

### Craft and Structure

| Anchor Standards   | Standards   | Example Content Correlation   |
|--|---|---|
| 4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    | 7R4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. | <p><b>Poetry in Action</b><br/>The Poetry in Action series includes video recitals and analyses of poems from a wide span of time periods and world cultures.</p> <p>Accessible analyses identify and interpret language, form, structure, theme and point of view, for example <a href="#">Sonnet 43 - How Do I Love Thee? by Elizabeth Barrett Browning</a> and <a href="#">If by Rudyard Kipling</a></p> |
| 5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 7R5 - In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas.   |   |
| 6 - Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.   | 7R6 - In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators.  |   |

## Integration of Knowledge and Ideas

| Anchor Standards   | Standards   | Example Content Correlation  |
|--|---|--|
| 7 – Integrate and evaluate content presented in diverse media and formats..  | 7R7- Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject.                               | <p><b><u>Compare and Contrast</u></b><br/>The Compare and Contrast series presents key scenes from different interpretations of plays side-by-side for analysis.</p>                   |
| 8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 7R8 - Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. | <p><b><u>Comparing Key Speeches</u></b><br/>places multiple interpretations of key speeches from plays side-by-side to facilitate direct comparison of design and staging choices.</p> |
| 9 - : Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.                                  | 7R9 - Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.  |  |

**READING LITERATURE**

**Key Ideas and Details**

| Anchor Standards   | Standards  | Example Content Correlation  |
|--|--|--|
| 1 – Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 8R1 - Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.                 | <b>Unlocked</b><br>The Unlocked series is a collection of short, accessible e-learning videos and study guides focusing on key literary texts.   |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | 8R2 - Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.           | Episodes and study guides explore language, setting, plot, character and theme, for example <a href="#">Unlocking Language in Romeo and Juliet</a> and <a href="#">Unlocked Study Guide: Frakenstein</a> |
| 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   | 8R3 - In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. |  |

**Craft and Structure**

| Anchor Standards   | Standards   | Example Content Correlation   |
|--|---|---|
| 4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    | 8R4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. | <b>Poetry in Action</b><br>The Poetry in Action series includes video recitals and analyses of poems from a wide span of time periods and world cultures, and a variety of poetic forms.                        |
| 5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 8R5 - In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea.      | Accessible analyses identify and interpret language, form, structure, and point of view, for example <a href="#">Ode on a Grecian Urn by John Keats</a> and <a href="#">The Farmer's Bride by Charlotte Mew</a> |
| 6 - Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.   | 8R6 - In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone.   |   |

## Integration of Knowledge and Ideas

| Anchor Standards   | Standards   | Example Content Correlation   |
|--|---|---|
| 7 – Integrate and evaluate content presented in diverse media and formats..  | 8R7 - Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. | Relevant plays, poems, short story extracts, and novel adaptations, supported by e-learning analyses and study guides. Particularly, modern interpretations of Shakespeare. |
| 8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 8R8 - Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.  |   |
| 9 - : Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.                                  | 8R9 - Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.   |   |

## Reading Standards

### Key Ideas and Details

| Anchor Standards   | Standards   | Example Content Correlation   |
|--|---|---|
| 1 – Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 9-10R1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.                                     | <b>Unlocked</b><br>The Unlocked series is a collection of short, accessible e-learning videos and study guides focusing on key literary texts.  |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | 9-10R2 - Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.  | Episodes include focuses on theme and key characters, for example <b>Unlocking Theme: Social Responsibility in A Christmas Carol</b> and <b>Unlocking Character: Ebenezer Scrooge</b> |
| 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   | 9-10R3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. |   |

### Craft and Structure

| Anchor Standards   | Standards   | Example Content Correlation  |
|--|---|--|
| 4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    | 9-10R4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. | <b>Poetry in Action</b><br>The Poetry in Action series includes video recitals and analyses of poems from a wide span of time periods and world cultures.<br><br>Expert analysis videos explore the language, structure, and meaning of the poems, for example <b>The Latin Deli: An Ars Poetica by Judith Ortiz Cofer: The Analysis</b> |
| 5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 9-10R5 - In literary texts, consider how varied aspects of structure create meaning and affect the reader.  |  |
| 6 - Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.   | 9-10R6 - Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).   |  |

## Integration of Knowledge and Ideas

| Anchor Standards  | Standards   | Example Content Correlation  |
|---|---|--|
| <p>7 – Integrate and evaluate content presented in diverse media and formats..</p>  | <p>9-10R7 - Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary).</p> | <p><b>Compare and Contrast</b><br/>The Compare and Contrast series presents key scenes from different interpretations of plays side-by-side for analysis.</p> <p><b>Comparing Mediums</b> brings together a variety of works, such as poetry, plays, and artwork, to inspire analysis of a single topic.</p> |
| <p>8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <p>9-10R8 - Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.</p>  |  |
| <p>9 - : Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.</p>                                  | <p>9-10R9 - Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p>   |  |



## Reading Standards for Literature

### Key Ideas and Details

| Anchor Standards   | Standards   | Example Content Correlation   |
|--|---|---|
| 1 – Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 11-12R1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for      | <a href="#">Unlocked</a><br>The Unlocked series is a collection of short, accessible e-learning videos and study guides focusing on key literary texts.                           |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | 11-12R2 - Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. | Episodes include focuses on theme and key characters, for example <a href="#">Unlocking Theme: Hysteria in The Crucible</a> and <a href="#">Unlocking Character: John Proctor</a> |
| 3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   | 11-12R.3 - In literary texts, analyze the impact of author’s choices.   |   |

### Craft and Structure

| Anchor Standards   | Standards   | Example Content Correlation  |
|--|---|--|
| 4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    | 11-12R4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. | <a href="#">Unlocked</a><br>The Unlocked series is a collection of short, accessible e-learning videos and study guides focusing on key literary texts.<br><br>Episodes include focuses on structure, language and tone, and literary devices, for example <a href="#">Unlocking Structure in Othello</a> , <a href="#">Unlocking Language Techniques in Othello</a> and <a href="#">Unlocking Literary Devices in Othello</a> |
| 5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 11-12R5 - In literary texts, analyze how varied aspects of structure create meaning and affect the reader.  |  |
| 6 - Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.   | 11-12R6 - Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).   |  |

## Integration of Knowledge and Ideas

| Anchor Standards   | Standards   | Example Content Correlation  |
|--|---|--|
| 7 – Integrate and evaluate content presented in diverse media and formats..  | 11-12R7 - In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source.   | <p><b>Poetry in Action</b><br/>The Poetry in Action series includes video recitals and analyses of poems from a wide span of time periods and world cultures.</p>  |
| 8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 11-12R8 - Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. | <p>Many contain two different recitals of the same poem to facilitate comparison of different interpretations, for example <a href="#"><u>We Grow Accustomed To The Dark by Emily Dickinson: The Recital</u></a> and <a href="#"><u>Harlem by Langston Hughes: The Recital</u></a></p> |
| 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.                            | 11-12R9 - Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.   |  |