

DIGITAL THEATRE+

Illinois Learning Standards (ILS) for English Language Arts (ELA)

DT+ is highly aligned to the Reading: Literature 9-10 and Reading: Literature 11-12 sections of the Illinois Learning Standards for ELA. While we have content and resources for the other strands and standards, this is the primary area we are designed to support

Very high	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

GRADES 9-10

	Anchor Strand	Standards	Strength
Key Ideas and Details	CCSS.ELA-LITERACY.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	High
	CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	High
	CCSS.ELA-LITERACY.CCRA.R.3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	High-Very High

	Anchor Strand	Standards	Strength
Craft and Structure	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	High
	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Medium
	CCSS.ELA-LITERACY.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.	CCSS.ELA-LITERACY.RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	High

	Anchor Strand	Standards	Strength
Integration of Knowledge and Ideas	CCSS.ELA-LITERACY.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	CCSS.ELA-LITERACY.RL.9-10.7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	High
	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.9-10.8 - (RL.9-10.8 not applicable to literature)	N/A
	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.9-10.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	High

	Anchor Strand	Standards	Strength
Range of Reading and Level of Text Complexity	CCSS.ELA-LITERACY.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.	CCSS.ELA-LITERACY.RL.9-10.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	Medium

GRADES 11-12

	Anchor Strand	Standards	Strength
Key Ideas and Details	CCSS.ELA-LITERACY.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	CCSS.ELA-LITERACY.RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	High
	CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CCSS.ELA-LITERACY.RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	High
	CCSS.ELA-LITERACY.CCRA.R.3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	CCSS.ELA-LITERACY.RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	High

	Anchor Strand	Standards	Strength
Craft and Structure	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	High
	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	High
	CCSS.ELA-LITERACY.CCRA.R.6 - Assess how point of view or purpose shapes the content and style of a text.	CCSS.ELA-LITERACY.RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Medium

	Anchor Strand	Standards	Strength
Integration of Knowledge and Ideas	CCSS.ELA-LITERACY.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	CCSS.ELA-LITERACY.RL.11-12.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	High
	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.11-12.8 - (RL.11-12.8 not applicable to literature)	N/A
	CCSS.ELA-LITERACY.CCRA.R.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.	CCSS.ELA-LITERACY.RL.11-12.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Low

	Anchor Strand	Standards	Strength
Range of Reading and Level of Text Complexity	CCSS.ELA-LITERACY.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.	CCSS.ELA-LITERACY.RL.11-12.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently	Medium