

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Range of Reading and Level of Text Complexity	<b>Grade level:</b>	11-12
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### Standards Relating to Range of Reading and Level of Text Complexity

11-12.RI.10. By the end of the year, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-12 text complexity band independently and proficiently.

- a. Read and comprehend grade level texts for academic tasks.
- b. Self-select texts for personal enjoyment, interest, and academic tasks.
- c. Read widely to understand multiple perspectives and diverse viewpoints.

### Range of Reading and Level of Text Complexity: Relevance and Essential Questions: 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>Why do students need to read at increasing levels of complexity?</p> <p>Why do students need to be able to read and comprehend self-selected as well as assigned reading?</p>	<p>Students need to have the skills to decipher unfamiliar texts written at an advanced reading level in order to understand multiple perspectives and diverse viewpoints, as well as to complete academic tasks.</p> <p>Students need to have the freedom to self-select reading materials that challenge their ability and engage their interests, and students need to be able to comprehend assigned reading to engage in a common dialogue that includes cultural literacy and gain a deeper understanding of the human condition.</p>

### Learning Progression: Craft and Structure (11-12.RI.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text at the high end of grades 9–10 text complexity band independently and proficiently.</p> <ol style="list-style-type: none"> <li>a. Read and comprehend with proficiency at grade level.</li> <li>b. Self-select texts for personal enjoyment, interest and academic tasks.</li> <li>c. Read widely to understand multiple perspectives and diverse viewpoints.</li> </ol>	<p><b>11-12.RI.10. By the end of the year, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-12 text complexity band independently and proficiently.</b></p> <ol style="list-style-type: none"> <li><b>a. Read and comprehend grade level texts for academic tasks.</b></li> <li><b>b. Self-select texts for personal enjoyment, interest, and academic tasks.</b></li> <li><b>c. Read widely to understand multiple perspectives and diverse viewpoints.</b></li> </ol>	<p>N/A</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<b>11-12.RI.10</b> <ul style="list-style-type: none"> <li>Text complexity</li> <li>Grade level materials</li> <li>Where to access grade level materials</li> </ul>	<b>11-12.RI.10</b> Varying strategies can be used in order to interpret unfamiliar and/or complex texts.	<b>11-12.RI.10</b> Read self-selected and assigned texts at or above grade level.  Apply decoding and interpretive strategies to comprehend unfamiliar and complex texts.  Develop stamina appropriate for meeting the expectations of academic rigor in complex reading tasks.

Student Friendly Language
<b>11-12.RI.10</b> I can select independent reading choices that reflect my interests and abilities. I can accept the challenge of reading materials that are at or above grade level, for both self-selected and academic purposes. I can apply strategies that help me understand challenging or complex reading tasks. I can read widely to understand multiple perspectives and diverse viewpoints.

Key Vocabulary		
<b>11-12.RI.10</b> <ul style="list-style-type: none"> <li>Multiple perspectives</li> <li>Diversity</li> <li>Complexity bands</li> <li>Rigor</li> <li>Stamina</li> <li>Academic tasks</li> </ul>	N/A	N/A

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?
<b>11-12.RI.10</b> In any life or career situation, students will have to be able to comprehend complex reading materials. Most careers will require students to independently maneuver specific and challenging reading tasks. Reading has the benefit of making all of us more informed, empathetic, and connected.

Resources
<a href="https://doe.sd.gov/octe/ELA-resources.aspx">https://doe.sd.gov/octe/ELA-resources.aspx</a>

## Achievement Level Descriptors

### Range of Reading and Level of Text Complexity:

11-12.RI.10 By the end of grade the year, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-12 text complexity band independently and proficiently.

- a. Read and comprehend grade level texts for academic tasks.
- b. Self-select texts for personal enjoyment, interest, and academic tasks.
- c. Read widely to understand multiple perspectives and diverse viewpoints.

**Level 1**

**Level 2**

**Level 3**

**Level 4**

**Standard RI.10 is not assessed** and was written to show the importance of self-selected texts for personal enjoyment, interest, and academic tasks. The ability to interpret informative, highly technical, and often lengthy reading passages on one's own is an essential component of lifelong literacy. This standard supports students becoming independent readers in a range of disciplines and to understand multiple perspectives and diverse viewpoints. This standard supports that literacy skills are essential in achieving academic and career success.