SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Range of Reading and Text Complexity	Grade level:	6

Standards Relating to Range of Reading and Text Complexity

6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
    a. Read and comprehend with proficiency at grade level.
    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 Text Complexity: Relevance and Essential Questions: What's the point?

Essential Questions (Drive Intellectual Curiosity-The Hook)	Big Idea Statements (What students need to discover)
Why do we read informational text?	People read because there is joy in reading. Students will read a variety of text to gain awareness of different points of view and perspectives. Selecting their own texts empowers students and enables them to participate in the full range of human experiences.

Learning Progression: Range of Reading and Text Complexity (6.RI.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year

5.RI.10 By the end of the year, read and comprehend informational text.
  a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout text structure, language features, knowledge demands).
  b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.
	6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
	  a. Read and comprehend with proficiency at grade level.
	  b. Self-select texts for personal enjoyment, interest, and academic tasks.
	  c. Read widely to understand multiple perspectives and diverse viewpoints.
		7.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
		  a. Read and comprehend with proficiency at grade level.
		  b. Self-select texts for personal enjoyment, interest, and academic tasks.
		  c. Read widely to understand multiple perspectives and diverse viewpoints.

Rigor and Cognitive Complexity

| Know
(Factual) | Understand
(Conceptual)
The students will understand that: | Do
(Procedural/ Application) |
|---|---|---|
| **6.RI.10**
- Identify reading level
- Identify personal purpose for reading
- Personal interest
- Develop the ability to self-select
- Read to understand | **6.RI.10**
Choosing grade-level appropriate informational texts (e.g., personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical manual, and digital sources) can develop language skills and conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. | **6.RI.10**
Make an increasing number of connections, while considering a wider range of text.

Acquire the habit of reading independently and closely, which is essential to student future success.

Determine when students are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.

Show a steadily growing ability to discern more from and make fuller use of text, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies in text |

Student Friendly Language
6.RI.10
I can read and understand different types of nonfiction at my grade level and above (with help when needed).

Key Vocabulary
6.RI.10
- Perspective
- Informational text
- Fluency
- Comprehension
- Proficient
- Text complexity
- Self-select
- Academic task
- Diverse viewpoint
- Non-fiction

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 acquire the habit of reading independently and closely, which are essential to our future success.

We develop the mature language skills and the conceptual knowledge needed for success in school and life.

Reading is a lifelong skill, and we practice it each time we pick up a book, open a magazine, or go online. Reading a wide range of text allows us to better understand the full range of the human experience and develops empathy with others. Making our own decisions about what to read empowers us to become lifelong readers. |

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

ELA Unpacked Standards 2018

Achievement Level Descriptors

Range of Reading and Level of Complexity:

6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
  a. Read and comprehend with proficiency at grade level.
  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.