

## 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> | 7 |
|----------------|--------------------------------|-------------------------|---|---------------------|---|

### Standards Relating to Range of Reading and Level of Text Complexity

- 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.

### Range of Reading/Level of Text Complexity Relevance and Essential Questions: What’s the point?

| <i><b>Essential Questions</b></i><br><i>(Drive Intellectual Curiosity-The Hook)</i> | <i><b>Big Idea Statements</b></i><br><i>(What students need to discover)</i>   |
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| Why do people read informational texts?   | <p>There is joy in reading.</p> <p>People read informational texts to gain awareness of different points of view and perspectives.</p> <p>Selecting their own books empowers students and enables them to participate in the full range of human experience.</p> |

### Learning Progression: Range of Reading/Level of Text Complexity (7.RI.10)

| Correlating Standard in Previous Year  | Number Sequence & Standard   | Correlating Standard in Following Year   |
|--|--|--|
| <p>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.</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>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.</b></p> <ol style="list-style-type: none"> <li><b>a. Read and comprehend with proficiency at grade level.</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>8.RI.10 By the end of the year, read and comprehend literary nonfiction and informational texts at the high end of grades 6–8 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> |

| <b>Rigor and Cognitive Complexity</b>  |  |  |
|--|--|--|
| <b>Know<br/>(Factual)</b>  | <b>Understand<br/>(Conceptual)<br/>The students will understand that:</b>  | <b>Do<br/>(Procedural/ Application)</b>  |
| <p><b>7.RI.10</b></p> <ul style="list-style-type: none"> <li>• Text complexity</li> <li>• Purposes for reading</li> <li>• Self-selection (i.e., according to interests, reading level, and purpose)</li> <li>• Perspective</li> <li>• Types of literature</li> </ul> | <p><b>7.RI.10</b></p> <p>Readers select texts based on their interests, reading level, and purpose.</p> <p>Self-selecting texts not only provides enjoyment but also builds background knowledge and vocabulary, diversifies thinking, and widens perspective.</p> <p>Choosing grade-level appropriate informational texts is needed for success in school and life.</p> | <p><b>7.RI.10</b></p> <p>Comprehend informational texts at grade level.</p> <p>Read texts in a variety of genres and styles.</p> <p>Read texts that encompass a variety of experiences and viewpoints.</p> <p>Select informational texts for both academic and personal reading.</p> <p>Build reading stamina and become lifelong readers.</p> |

| <b>Student Friendly Language</b>   |
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| <p><b>7.RI.10</b></p> <p>I can read and understand grade-level texts.</p> <p>I can select informational texts to read for academic tasks and personal enjoyment.</p> <p>I can read widely to understand other people’s viewpoints and experiences.</p> |

| <b>Key Vocabulary</b>   |
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| <p><b>7.RI.10</b></p> <ul style="list-style-type: none"> <li>• Comprehend</li> <li>• Self-select</li> <li>• Text complexity</li> <li>• Proficient</li> <li>• Academic task</li> <li>• Perspective</li> <li>• Diverse viewpoints</li> <li>• Informational text</li> </ul>  |
| <p><b>Relevance and Applications:</b> How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p> <p>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 informational texts allows us to better understand the full range of the human experience, and it helps us build empathy with others. Making our own decisions about what to read empowers us to become lifelong readers.</p> |

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

## Achievement Level Descriptors

### Range of Reading and Level of Text Complexity

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**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.