

## 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>	1
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### Standards Relating to Range of Reading and Level of Text Complexity

<p>1.RI.10 By the end of the year, read and comprehend a variety of informational text.</p> <ul style="list-style-type: none"> <li>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands).</li> <li>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</li> </ul>
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### Range of Reading/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>How can students comprehend and enjoy reading various informational texts, at increasing complexity?</p> <p>Why should students read different kinds of informational texts?</p> <p>Why is it important for both teachers and students to select informational texts?</p>	<p>As the year progresses, students will read informational text with increasing difficulty and complexity to make them better readers.</p> <p>Teachers select informational texts for reading and comprehending material to prepare students to become lifelong learners.</p> <p>When self-selecting appropriate informational texts with guidance and support helps to increase reading skills.</p>

### Learning Progression: Range of Reading/Level of Text Complexity (1.R1.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.RI.10 By the end of the year read and comprehends a variety of informational text</p> <ul style="list-style-type: none"> <li>a. With prompting and support, read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).</li> <li>b. With prompting and support, self-select texts for personal enjoyment, interest, and academic tasks.</li> </ul>	<p><b>1.RI.10 By the end of the year, read and comprehend a variety of informational text.</b></p> <ul style="list-style-type: none"> <li><b>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands).</b></li> <li><b>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</b></li> </ul>	<p>2.RI.10 By the end of the year, read and comprehend a variety of informational text.</p> <ul style="list-style-type: none"> <li>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).</li> <li>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</li> </ul>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<b>1.RI.10</b> <ul style="list-style-type: none"> <li>Different varieties of informational texts</li> <li>Different levels of informational texts</li> </ul>	<b>1.RI.10</b> Informational texts provide real facts about a topic.  There are different informational text varieties to read for enjoyment, academic tasks, and interest.  Informational books increase in difficulty.	<b>1.RI.10</b> Read and comprehend a variety of informational texts at grade level.  Self-select informational text at reading level for enjoyment, academic tasks, and interest.

Student Friendly Language
<b>1.RI.10</b> I can read and understand grade-level informational text. I can choose informational books that interest me at my level.

Key Vocabulary
<b>1.RI.10</b> <ul style="list-style-type: none"> <li>Self-select</li> <li>Informational</li> </ul>
<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?
Participating in literacy groups will help engage us in discussions about different informational texts.  Knowing our purpose for reading helps us select appropriate informational texts.

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

- 1.RI.10 By the end of the year, read and comprehend a variety of informational text.
- Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literacy features, and knowledge demands).
  - With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

**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.