

## 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>	2
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### Standards Relating to Range of Reading and Level of Text Complexity

- 2.RI.10 By the end of the year, read and comprehend a variety of informational text.
- 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).
  - b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

### 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 should students read different kinds of informational texts?</p> <p>Why is it important for both teachers and students to select texts?</p> <p>Why should readers choose texts they think are challenging?</p>	<p>Reading informational texts across genres exposes students to a wide variety of text selections offering the ability to discover personal interests.</p> <p>Teachers select texts with specific skills and goals in mind. These are determined through both formal and informal assessments. Student engagement, enjoyment, and interest is heightened when students have the ability to self-select texts.</p> <p>Increasing text complexity will support students in becoming purposeful readers and learners.</p>

### Learning Progression: Range of Reading and Level of Text Complexity (2.RI.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p><b>1.RI.10</b> By the end of the year, read and comprehend a variety of informational text.</p> <ol 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> </ol>	<p><b>2.RI.10</b> By the end of the year, read and comprehend a variety of informational text.</p> <ol style="list-style-type: none"> <li>a. <b>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).</b></li> <li>b. <b>With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</b></li> </ol>	<p><b>3.RI.10</b> Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.</p> <ol 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 features, and knowledge demands).</li> <li>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</li> </ol>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>2.RI.10</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Informational</li> <li>• Text complexity</li> <li>• Self-Select</li> <li>• Proficient</li> <li>• Academic tasks</li> </ul>	<p><b>2.RI.10</b> Setting a purpose for reading determines the topic of text selected.</p> <p>Purposeful reading involves comprehension.</p> <p>Reading a variety of nonfiction genres with increasing text complexity supports the process of becoming a purposeful reader and learner.</p>	<p><b>2.RI.10</b> Read and comprehend informational text informational proficiently at grade level.</p> <p>Select informational texts based on personal enjoyment, interest, and academic tasks.</p> <p>Select informational texts from a variety of levels with increasing text complexity.</p>

<b>Student Friendly Language</b>
<p><b>2.RI.10</b> I can read and understand informational text. I can choose an appropriate text for my task.</p>

<b>Key Vocabulary</b>
<p><b>2.RI.10</b></p> <ul style="list-style-type: none"> <li>• Independently</li> <li>• Proficiently</li> <li>• Text Complexity</li> <li>• Comprehend</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 for a variety of purposes offers us the ability to read for interest, personal enjoyment, academic tasks, and future employment.</p>

<b>Resources</b>
<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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- b. With guidance and support, self-select text 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.