

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Information	<b>Anchor Standard:</b>	Range of Reading and Level of Text Complexity	<b>Grade level:</b>	3
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### Standards Relating to Range of Reading and Level of Text Complexity

- 3.RI.10 By the end of the year, read and comprehend a variety of informational texts.
- 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 texts 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>
Why is it important for readers to choose a variety of materials to read?	Reading informational texts across genres exposes students to a wide variety of text selections offering the ability to discover personal interests.
Why is it important for teachers and students to select texts?	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.
Why should readers try books they might think are hard?	Reading informational texts within a range of text complexity (easy, instructional, and hard) is appropriate for different purposes. Increasing text complexity will support students in achieving year end goals while becoming purposeful readers and learners.
Why should readers listen to informational texts read aloud?	Interactive read aloud offers students the ability to have a range of conversations and collaboration which supports comprehension at increased levels of text complexity.

### Learning Progression: Range of Reading and Level of Text Complexity (3.RI.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.10 By the end of the year, read and comprehend a variety of literary 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	<b>3.RI.10 By the end of the year, read and comprehend a variety of literary texts.</b> <b>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> <b>b. With guidance and support, self-select texts for personal</b>	4.RI.10 By the end of the year read and comprehend a variety of literary texts. 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

text for personal enjoyment, interest, and academic tasks.	<b>enjoyment, interest, and academic tasks.</b>	support, self-select text for personal enjoyment, interest, and academic tasks.
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
3.RI.10 <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>	3.RI.10 Reading a variety of genres with increasing text complexity supports academic growth.  Reading involves comprehension.  There are different purposes for reading.	3.RI.10 Select texts (informational) from a variety of levels with increasing text complexity.  Select texts (informational) based on personal enjoyment, interest, and academic tasks.  Read and comprehend text (informational) proficiently at grade level.

<b>Student Friendly Language</b>
<b>3.RI.10</b> I can read and comprehend informational text at or above grade level proficiency. I can, with guidance and support, self-select informational texts based on personal enjoyment, interest, and academic tasks.

<b>Key Vocabulary</b>
<b>3RI.10</b> <ul style="list-style-type: none"> <li>• Independently</li> <li>• Proficiently</li> <li>• Text complexity</li> <li>• Comprehend</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?
Reading for a variety of purposes offers us the ability to read for interest, personal enjoyment, academic tasks, and future employment.

<b>Resources</b>
<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:

**3.RI.10** By the end of the year, read and comprehend a variety of informational texts.

- 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 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.