SD State Standards Disaggregated English Language Arts

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

Standards Relating to Range of Reading and Level of Text Complexity

6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, 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 Level of Text: 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 people read literature?	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 Level of Text Complexity   (6.RL.10)

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

5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently.
   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.
	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, 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.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, 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.RL.10 ● Identify reading level ● Identify personal purpose for reading ● Personal interest ● Develop the ability to self select ● Read to understand	**6.RL.10** They will be able to choose grade-level appropriate texts (e.g., novels, dramas, poems, etc.) in order to 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.	**6.RL.10** Show a steadily growing ability to get more from and make use of text. Make an increasing number of connections, while considering a wider range of text. Becoming more aware of inconsistencies and poor reasoning in texts. Acquire the habit of reading independently and closely, which are 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.RL.10 I can read, understand, and enjoy stories, dramas, poems, etc. at my grade level and above.

Key Vocabulary
6.RL.10 ● Perspective ● Literature ● Drama ● Fluency ● Comprehension ● Proficient ● Text complexity ● Self-select ● Academic task ● Diverse viewpoint

Relevance and Applications: How might the skills in the standard be applied at home, on the job or in a real-world, relevant context?
We read and comprehend complex literary text independently and proficiently when we go to the library, participate in book study, use online text, purchase a novel at a store, etc. 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 literature 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.

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

Achievement Level Descriptors

Key Ideas & Details:

6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, 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 RL.10 is not assessed and was written to show the importance of self-selected texts for personal enjoyment, interest, and academic tasks. As reading 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.