

SD State Standards Disaggregated English Language Arts

Strand:	Reading Informational Text	Anchor Standard:	Range of Reading and Level of Text Complexity	Grade level:	8
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Standards Relating to Range of Reading and Level of Text Complexity

- 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.
- 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 Complexity: Relevance and Essential Questions: What's the point?

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

Learning Progression: Range of Reading and Level of Text Complexity (8.RI.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>7.RI.10 By the end of the year, read and comprehend literary nonfiction and informational texts 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"> 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. 	<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"> d. Read and comprehend with proficiency at grade level. e. Self-select texts for personal enjoyment, interest and academic tasks. f. Read widely to understand multiple perspectives and diverse viewpoints. 	<p>9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational texts at the high end of grades 9–10 text complexity independently and proficiently.</p> <ol style="list-style-type: none"> 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)
<p>8.RI.10</p> <ul style="list-style-type: none"> • Personal reading level • Personal interests • Reading purpose • Self-selection • Literary nonfiction • Types of informational texts 	<p>8.RI.10</p> <p>Literary nonfiction and informational texts encompass a wide range of topics and genres.</p> <p>There are many different reasons to read literary nonfiction and informational text.</p> <p>Self-selecting texts not only provides enjoyment but also builds background knowledge and vocabulary, diversifies thinking, and widens perspective.</p> <p>Reading a wide variety of texts allows readers to learn about the world and understand other perspectives, viewpoints, and experiences.</p>	<p>8.RI.10</p> <p>Comprehend literary nonfiction and informational texts at grade level.</p> <p>Read texts in a variety of genres, types, and styles.</p> <p>Read texts that encompass a variety of topics, experiences, and viewpoints.</p> <p>Select texts for both academic and personal reading.</p> <p>Become lifelong readers.</p>

Student Friendly Language
<p>8.RI.10</p> <p>I can understand a variety of literary nonfiction and informational texts at the 8th grade level.</p> <p>I can read texts in a variety of types, and about a variety of topics.</p> <p>I can select texts to read for academic tasks and personal enjoyment.</p> <p>I can find literary nonfiction and informational text that interests me, and that is at my reading level.</p>

Key Vocabulary
<p>8.RI.10</p> <ul style="list-style-type: none"> • Literary nonfiction • Informational text • Perspective • Fluency • Comprehension • Proficient • Text complexity • Self-select • Academic task • Diverse viewpoints

Relevance and Applications: How might the skills in the standard be applied at home, on the job, or in a real-world, relevant context?
<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 literary nonfiction and informational text allows us to better understand the full range of the human experience, and it helps us build knowledge of the world around us. Making our own decisions about what to read empowers us to become well-informed citizens and lifelong learners.</p>

Resources

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

Achievement Level Descriptors

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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.