SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Range of Reading and Level of Text Complexity	Grade level:	9-10

Standards Relating to Range of Reading and Level of Text Complexity

9-10.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 9–10 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?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	Big Idea Statements *(What students need to discover)*
How do readers select a literary text at the appropriate level to read for enjoyment or academic purposes, while understanding varying perspectives?	Readers need to be able to select appropriate literary texts so they can continue to increase proficiency in reading, understand varying perspectives, and continue to read for enjoyment and academic purposes.

Learning Progression: Range of Reading and Level of Text Complexity (9-10.RL.10)

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

8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, 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.
	9-10.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 9–10 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.
		11-12.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, at the high end of grades 11-12 text complexity band independently and proficiently.
		  a. Read and comprehend grade level texts for academic tasks.
		  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)**
9-10.RL.10 ● Different types of literature exist. ● Grade level materials ● Where to access grade level materials.	**9-10.RL.10** Reading serves multiple purposes, including enjoyment, comprehension, and learning.	**9-10.RL.10** Select texts at grade level and independently select texts for enjoyment. Distinguish how diverse perspectives differ from our own. Develop stamina, decoding and interpretive strategies to understand challenging or complex reading tasks. Meet expectation of academic rigor.

Student Friendly Language
9-10.RL.10 I can select independent reading choices that reflect my interests, abilities, and learning. I can distinguish how different cultures might have different perspectives. I can expand the complexity of my independent reading choices.

Key Vocabulary
9-10.RL.10 ● Stories ● Drama ● Poems ● Diverse viewpoints ● Multiple perspectives ● Comprehend ● Proficient
Relevance and Applications: How might the the skills in the standards be applied at home, on the job, or in a real-world, relevant context?
At home, on the job, or in the real-world, self-selecting texts demonstrates independence and builds reading stamina for professional purposes. Reading diverse literature helps us understand others' experiences in our growing multicultural world, making us more informed, empathetic, and connected. Choosing literature texts for different purposes helps us develop critical thinking and the ability to articulate ideas. Most real-life application will require us to independently maneuver specific and challenging reading tasks.

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

Achievement Level Descriptors

Range of Reading and Level of Text Complexity:

9-10.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 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.

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.			

ELA Unpacked Standards 2018