

## 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>	5
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### Standards Relating to Range of Reading and Level of Text Complexity

- 5.RI.10 By the end of the year, read and comprehend informational text.
- a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language 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 should readers try books they might think are hard?	Reading comprehension is built on working with text that is a little more difficult than what can already be read.
Why do teacher-selected texts seem more difficult to understand than student-selected texts?	Reading for interest can have different text complexity than reading for academic tasks.
When should teachers select texts to read and when should students select the texts to read?	There are different purposes for reading. At times, it may be necessary for teachers to choose texts for instructional goals. Other times, students may be encouraged to choose their own texts for entertainment, interest, or motivation.
Who can help people find good things to read?	Readers have a variety of resources, such as teachers, librarians, family, friends, and the Internet, that can help them select appropriate text for different tasks.

### Learning Progression: Range of Reading and Level of Text Complexity (5.RI.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RI.10 By the end of the year read and comprehend a variety of informational texts. <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/literary features, knowledge demands).</li> <li>b. With guidance and support,</li> </ol>	<b>5.RI.10 By the end of the year, read and comprehend informational text.</b> <ol style="list-style-type: none"> <li><b>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).</b></li> <li><b>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</b></li> </ol>	6.RI.10 By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. <ol style="list-style-type: none"> <li>a. Read and comprehend with proficiency at grade level.</li> <li>b. Self-select texts for personal enjoyment, interest, and academic tasks.</li> </ol>

self-select text for personal enjoyment, interest, and academic tasks.		c. Read widely to understand multiple perspectives and diverse viewpoints.
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**Rigor and Cognitive Complexity**

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<b>5.RL.10</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Informational Text</li> <li>• Text Structure</li> <li>• Language Features</li> <li>• Text Complexity</li> <li>• Proficiently</li> <li>• Academic Task</li> </ul>	<b>5.RI.10</b> Reading a variety of genres with increasing text complexity supports academic growth.  Reading involves comprehension.  There are different purposes for reading.  Self-selecting text increases exposure to new concepts.	<b>5.RI.10</b> Select informational text at or above grade level to read for entertainment or academic purposes.  Select informational text with increasing complexity.  Read and comprehend informational text at or above grade level.

**Student Friendly Language**

<b>5.RI.10</b> I can read and understand informational text at or above grade level independently. I can choose a variety of informational texts to read for different purposes with help from others.
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**Key Vocabulary**

<b>5.RI.10</b> <ul style="list-style-type: none"> <li>• Informational Text</li> <li>• Independently</li> <li>• Proficiently</li> <li>• Text Complexity</li> <li>• Language Features</li> <li>• Comprehend</li> <li>• Academic</li> <li>• Textbooks</li> <li>• Reference materials</li> <li>• Magazines</li> <li>• Periodicals</li> <li>• Electronic articles</li> </ul>	N/A	N/A
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**Relevance and Applications:** How might the skills in the standards be applied at home, on the job, or in a real-world, relevant context?

<b>5.RI.10</b> Reading at grade level is necessary to understand the texts we are given in the classroom. The more we read, the more we know.
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## Resources

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

## Achievement Level Descriptors

### Range of Reading and Level of Text Complexity:

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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.