

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Literature	<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.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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.

### 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>
<p>Why is it important for readers to choose a variety of materials to read?</p> <p>Why should readers try books they might think are hard?</p> <p>Why do teacher-selected texts seem more difficult to understand than student-selected texts?</p> <p>When should teachers select texts to read and when should students select the texts to read?</p> <p>Who can help people find good things to read?</p>	<p>Reading comprehension is built on working with text that is a little more difficult than what can already be read.</p> <p>Practicing tasks with increased difficulty encourages growth.</p> <p>Reading for interest can have different text complexity than reading for academic tasks.</p> <p>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.</p> <p>Readers have a variety of resources, such as teachers, librarians, family, friends, the Internet, that can help them select appropriate text for different tasks.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.RL.10 By the end of the year read and comprehend a variety of literary texts.</p> <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</li> </ol>	<p><b>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</b></p> <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/literary features,</b></li> </ol>	<p>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.</p> <ol style="list-style-type: none"> <li>a. Read and comprehend with proficiency at grade level.</li> <li>b. Self-select texts for personal</li> </ol>

<p>features, knowledge demands).</p> <p>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</p>	<p><b>knowledge demands).</b></p> <p><b>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</b></p>	<p>enjoyment, interest, and academic tasks.</p> <p>c. Read widely to understand multiple perspectives and diverse viewpoints.</p>
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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>
<p><b>5.RL.10</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension</b></li> <li>• <b>Literature</b></li> <li>• <b>Drama</b></li> <li>• <b>Poetry</b></li> <li>• <b>Text Complexity</b></li> <li>• <b>Fluently</b></li> <li>• <b>Proficiently</b></li> <li>• <b>Academic</b></li> </ul>	<p><b>5.RL.10</b></p> <p><b>Reading a variety of genres with increasing text complexity supports academic growth.</b></p> <p><b>Reading involves comprehension.</b></p> <p><b>There are different purposes for reading.</b></p>	<p><b>5.RL.10</b></p> <p><b>Select text at or above grade level to read.</b></p> <p><b>Read and comprehend text at or above grade level.</b></p>

<b>Student Friendly Language</b>
<p><b>5.RL.10</b></p> <p>I can read and understand literature such as stories, plays, and poetry at or above grade level independently.</p> <p>I can choose a variety of literature to read for different purposes with help from others.</p>

<b>Key Vocabulary</b>		
<p><b>5.RL.10</b></p> <ul style="list-style-type: none"> <li>• Independently</li> <li>• Proficiently</li> <li>• Text Complexity</li> <li>• Comprehend</li> <li>• Graphic novels</li> <li>• Comic books</li> <li>• Chapter books</li> <li>• Picture books</li> <li>• Plays</li> <li>• Electronic print</li> </ul>	N/A	N/A
<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?		
<p><b>5.RL.10</b></p> <p>Reading at grade level is necessary to understand the texts we are given in the classroom.</p> <p>The more we read, the more we know.</p>		

<b>Resources</b>
<p><a href="https://doe.sd.gov/octe/ELA-resources.aspx">https://doe.sd.gov/octe/ELA-resources.aspx</a></p>

## Achievement Level Descriptors

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

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- b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

**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.