

TN ELA Standards Guide Grade 6

Reading Informational Standards

Standard 6.RI.KID.1		
6.RI.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.		
Category: Key Ideas and Details		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What information is being shared in the text? - What are the elements of this text and what inferences can you draw from them? - Which specific details demonstrate your understanding of those elements? This standard is the foundation of the reading standards in that it represents basic comprehension of the text. The semicolon indicates two components to the standard: - Students analyze a text to determine what it says explicitly and to draw inferences from text elements. - When students speak or write their understanding of the text, they cite textual evidence to support their conclusions. This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing textual evidence to support conclusions.	analyze - to examine critically the components of something to understand its meaning and/or nature as a whole inferences - conclusions drawn from evidence and reasoning evidence (textual details) - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of the text *text elements - the essential components of a text, such as topics, individuals, events, ideas, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	<i>In reading tasks:</i> Students may read a historical article and use a graphic organizer to track the information and ideas in the text as well as record any inferences (along with supporting evidence) about the text. <i>In speaking/listening tasks:</i> Students may work collaboratively to locate evidence to support ideas/concepts from the text. They may present their findings to the class. <i>In writing tasks:</i> Students could compose a multi-paragraph response to explain why they made one or more specific inferences about an informational text, providing evidence from the text to justify their insights.

In grades 6-12, there is an important distinction in the way that RI 1 and RI 3 address text elements. Standard RI 1 focuses more on making inferences about text elements, whereas standard RI 3 focuses more on analysis of the interaction among and development of text elements.

Cornerstone Standard for RI 1

Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Vertical Alignment

Grade Span	Standard
7	7.RI.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
6	6.RI.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RI.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 6.RI.KID.2

6.RI.KID.2 - Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What is the central idea of the text? - How does this idea develop over the course of the text? - What details contribute most to its development? - What information is important to include in a summary? The semicolon indicates two components to the standard: - Students identify a central idea and how it is supported with key details and features (e.g., word choice, figurative speech, structure, etc.). - When students summarize the text, they must be able to do so objectively. There is one part of this standard that appears for the first time at this grade level: - Providing an <i>objective</i> summary of the text Conveying the central idea of a text is not equivalent to summarizing the text's contents. The central idea is a prominent message conveyed by the whole of the text whereas a summary must include <i>all</i> the essential text elements.	central idea (main idea) - a focused idea or concept specific to a given text; when expressed by students, central/main ideas should be in the form of a complete thought details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements objective summary - a conveying of the essential elements of a text that remains neutral and unbiased (i.e., does not convey the writer's opinion) *text elements - the essential components of a text, such as topics, individuals, events, ideas, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	<i>In reading tasks:</i> Students could read an article or essay and highlight words, phrases, or images that recur throughout the text that signal connection to the central idea. <i>In speaking/listening tasks:</i> Students could work in small groups to discuss the words, phrases, or images they marked and develop a continuum of importance to help them learn to evaluate which details are most important. Each small group could then determine a potential central idea, which they would articulate to the class, providing evidence from the text. <i>In writing tasks:</i> Students could compose an objective summary, describing key ideas, details, or events in the text and reporting them without personal commentary or outside description.

Cornerstone Standard for RI 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Vertical Alignment

Grade Span	Standard
7	7.RI.KID.2 - Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
6	6.RI.KID.2 - Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
5	5.RI.KID.2 - Determine the central idea of a text and explain how it is supported by key details; summarize the text.

Standard 6.RI.KID.3

6.RI.KID.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - How do the text elements develop and interact with each other? - How do these interactions or relationships impact meaning and serve the author's purpose? There is one part of this standard that appears for the first time at this grade level: - Analyzing how a key individual, event, or idea is <i>introduced, illustrated, and developed</i> The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements. In grades 6-12, there is an important distinction in the way that RI 1 and RI 3 address text elements. Standard RI 1 focuses more on making inferences about text elements, whereas standard RI 3 focuses more on analysis of the interaction and development of text elements.	analyze - to examine critically the components of something to understand its meaning and/or nature as a whole *text elements - the essential components of a text, such as individuals, events, ideas, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	<i>In reading tasks:</i> Students could read a literary nonfiction text about a person who has accomplished a great feat and trace the development of the person through the article with a graphic organizer. Students may note a set number of descriptors of the person, providing evidence from the text for each descriptor. <i>In speaking/listening tasks:</i> Students may work in pairs or in groups to discuss the differences in how an idea or individual is presented at different points in the text. Students may note the significance of those differences to the text as a whole. <i>In writing tasks:</i> Using their graphic organizers and/or notes from their reading, students could describe in writing the person in the text and how the person changed through the text.

Cornerstone Standard for RI 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Vertical Alignment

Grade Span	Standard
7	7.RI.KID.3 - Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
6	6.RI.KID.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
5	5.RI.KID.3 - Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

Standard 6.RI.CS.4

6.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What is the meaning of words and phrases as the author uses them in the text? - Which words or phrases are the most important to contributing meaning to the text? - Why did the author choose these words/phrases for this text? - What impact do these choices make on the passage's meaning and tone? There are two components to this standard: - Students will determine the meaning of words and phrases as the author uses them in a text. - Students will analyze how specific word choices shape meaning or tone. Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing. It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining <i>why</i> authors choose certain words or phrases and <i>how</i> their choices impact meaning and tone.	*denotative meaning - literal or explicit meaning as distinct from implied or associated meanings figurative meaning - words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images connotative meaning - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word technical meaning - relating to a particular subject, art, or science, or its techniques <i>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."</i>	<i>In reading tasks:</i> Students may be prompted to highlight unfamiliar words and phrases, along with context clues that might help determine their meaning. Students may take some notes about why they were marked in the margins of the text. <i>In speaking/listening tasks:</i> With a partner or in a small group, sort unfamiliar words as technical (Tier 3) or nontechnical (Tier 2) and then discuss ways for determining meanings of each type. <i>In writing tasks:</i> Students may write an informative essay that analyzes an informational article on a science or social studies topic. In the essay, students describe how the author's word choice impacts meaning.

There is an important relationship among standards L 4, L 5, and RL/RI 4:

- Standard L 4 focuses on *strategies students can use* to determine the denotative meaning(s) of unknown words/phrases in text.
- Standard L 5 moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text.
- The intent of L 4 and L 5 is for students to develop an understanding of various word meanings in text; *through this process, students acquire and build vocabulary for use in speaking and writing* (as represented in L 6).
- Standard RL/RI 4 focuses on determining the literal, figurative, connotative, and technical meaning(s) of specific words/phrases *as they are used in a text*.
- The intent of RL/RI 4 is for students to understand *how authors use words/phrases to shape a text's meaning and tone*.

Many rhetorical devices such as the use of parallelism, similes, metaphors, etc., are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.

Cornerstone Standard for RI 4

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Vertical Alignment

Grade Span	Standard
7	7.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
6	6.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5	5.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

Standard 6.RI.CS.5

6.RI.CS.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - How does the author organize the text elements? - In what ways does the placement of text elements fit into the overall text structure? - How does the structure develop ideas and serve the author's purpose? There are two parts of this standard that appear for the first time at this grade level: - Analyzing how the placement of a part of the structure (a specific sentence, chapter, etc., that represents a text element) fits into the overall structure - Analyzing how the placement of particular parts of the structure contributes to the development of ideas The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements. In grades 6-12, students should go beyond identification of the overall structure and focus more on analysis of how the overall structure and its individual components develop ideas and serve the author's purpose.	analyze - to examine critically the components of something to understand its meaning and/or nature as a whole structure - the way in which the text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others. *text elements - the essential components of a text, such as individuals, events, ideas, etc. *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	In reading tasks: Students could read an informational text and use a graphic organizer to record the structure of the text, noting what the placement of each section means and how it contributes to the overall structure and meaning of the text. In speaking/listening tasks: Student groups could be assigned various portions of a text and discuss the significance of the placement of that portion to the overall structure. Groups may also discuss possibilities for reorganizing a text and how that would impact the text's meaning. In writing tasks: Students could be prompted to compose a response on how the placement of a specific paragraph contributes to the central idea of the text, providing evidence from the text to support their claims.

Cornerstone Standard for RI 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Vertical Alignment

Grade Span	Standard
7	7.RI.CS.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6	6.RI.CS.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
5	5.RI.CS.5 - Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

Standard 6.RI.CS.6

6.RI.CS.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - From what point of view is the text written? How does this affect the content, style, and meaning of the text? - What is the author's purpose in the text? How does the content and style of the text convey this purpose? There is one part of this standard that appears for the first time at this grade level: <i>Explaining how an author conveys point of view or purpose</i> Questions/tasks that address point of view apply to texts wherein the author has a clear and discernible perspective regarding the topic. If the purpose of an informational text is largely to inform, questions/tasks addressing this standard focus more appropriately on determining purpose and explaining how it is conveyed in the text.	point of view - in informational text, point of view is synonymous with <i>perspective</i>, the author's attitude toward or outlook on the ideas, persons, or events in the text purpose - the reason (explicit or implicit) for writing a text	<i>In reading tasks:</i> Students may read an informational text and identify words that express an opinion and take notes indicating what these words reveal about the author's point of view. <i>In speaking/listening tasks:</i> Students may participate in a think-pair-share activity to discuss their notes and determine the possible reasons why the author wrote the text. <i>In writing tasks:</i> Once students have discussed the questions and refined their responses, they may write an essay explaining how the author's purpose is conveyed in the text.

Cornerstone Standard for RI 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
7	7.RI.CS.6 - Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
6	6.RI.CS.6 - Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.
5	5.RI.CS.6 - Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.

Standard 6.RI.IKI.7

6.RI.IKI.7 - Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What are the similarities and differences in how the content is presented in each medium? - How is the content of each text impacted by the format? - Is the format chosen for each text effective in presenting the content? There is one part of this standard that appears for the first time at this grade level: - Integrating information presented in different formats to build knowledge This standard is similar to RI 9 in that it concerns analysis across topically related texts. Whereas RI 7 focuses on the impact of format on content, RI 9 focuses on the significance of authors' use of text elements to uniquely present information about or convey a certain perspective on a given topic.	different formats/media - the variety of ways in which the text is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)	<i>In reading tasks:</i> Students could read a news article on a topic and then examine a graph or visual on the same topic, noting how the visual added to their understanding of the text. <i>In speaking/listening tasks:</i> Students may participate in an interactive experience to present information on various topics or issues using different media or formats <i>In writing tasks:</i> Students may write a summary of the text and select/create a visual that adds or clarifies details in the summary.

Cornerstone Standard for RI 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vertical Alignment

Grade Span	Standard
7	7.RI.IKI.7 - Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.
6	6.RI.IKI.7 - Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
5	5.RI.IKI.7 - Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

Standard 6.RI.IKI.8

6.RI.IKI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What thesis or argument is presented in the text? - What claims, reasons, and evidence does the author use to develop the argument? - How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence? There is one part of this standard that appears for the first time at this grade level: <i>Evaluating</i> the argument and specific claims in a text, identifying claims that are unsupported Although the term “claims” is often used broadly to reference any statements of truth by an author, it should be interpreted in this standard to apply only to statements of truth <i>in an argumentative text</i>. This standard should be considered in light of standard RI 6: what is the author’s purpose? If the author’s intent is merely to inform, this standard does not apply to that text. If the author’s intent is to make an argument, this standard does apply. In grades K-5, students learned to identify the elements of an argument (points/claims, reasons, and evidence) and explain how an author used those elements to construct the argument. In grades 6-12,	evaluate - determine the significance, worth, or quality of something argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims). claims - statements taking a position on what is true; these are usually statements with which people can disagree. reasons - statements of support for claims; these explain why the claim is true based on the evidence. evidence - facts, statistics, quotes, or examples used to support reasons	In reading tasks: Students may read a short op-ed text on a school-related topic. While reading, students may be prompted to record claims that the author makes to support the overall argument and any evidence that supports those claims on a T-chart. In speaking/listening tasks: Students may work in groups to discuss the reasons and evidence provided to support claims they located within an argumentative text. In writing tasks: After tracing reasons and evidence in response to specific claims, students may write examples of evidence that the author could have used for the claims that lacked evidence in the text.

students expand on these steps by also <i>evaluating</i> how effectively an author constructs an argument.		
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Cornerstone Standard for RI 8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Vertical Alignment

Grade Span	Standard
7	7.RI.IKI.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
6	6.RI.IKI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	5.RI.IKI.8 - Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

Standard 6.RI.IKI.9

6.RI.IKI.9 - Compare and contrast two or more authors' presentation of the same topic or event.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students answer the following questions: - What are the similarities and differences in how the topic is presented in each text? - How does each author's approach to addressing the topic uniquely contribute to greater knowledge of that theme or topic? The Cornerstone of RI 9 involves students analyzing multiple texts that have similar topics for two reasons: - To build knowledge about those topics - To compare the approaches an author takes to presenting those topics There is one part of this standard that appears for the first time at this grade level: - Comparing and contrasting <i>how</i> each author <i>presents the</i> topic or event There is an important shift in this standard beginning at this grade level. In grades K-5, students are building knowledge by reading multiple texts on the same topic and identifying similarities and differences in text elements in each text. In grades 6-12, students continue that practice but must also consider how each author's <i>approach to or treatment of</i> the topic provides a unique perspective on or insight into that topic.	*text elements - the essential components of a text, such as individuals, events, ideas, etc. *point of view - in informational text, point of view is synonymous with <i>perspective</i>, the author's attitude toward or outlook on the ideas, persons, or events in the text *purpose - the reason (explicit or implicit) for writing a text *This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.	In reading tasks: Students may read two texts with differing approaches to the same topic. While reading, students may respond to the following text-based questions: What is each author's purpose for writing? Is the text a firsthand or secondhand account? Which details are in both accounts? Which details are in only one account? Do the two accounts conflict with each other? If so, what might be the cause of the conflict? In speaking/listening tasks: Students may read different firsthand accounts of a historical event. Then, working in small groups, students could discuss the similarities and differences between the two accounts and complete a Venn diagram or chart to display their findings. Students may then present their findings to the class. In writing tasks: Students may write a response comparing and contrasting the two accounts. In the response, students may discuss which account is more effective in conveying the events that took place.

When comparing texts, it is important that students not just identify <i>how</i> the information is presented differently, but also the significance of the different approaches chosen by each author. In other words, what is the outcome of each author's particular way of presenting information? Why does it matter (in terms of the way the knowledge is conveyed or the effect on the audience's understanding of the topic)? How does the approach affect the output? There is an important connection between this standard and RI 6. An author's purpose and/or point of view will shape how the author designs the text's elements. When students recognize an author's purpose for writing a text, they are better able to understand <i>why</i> an author approaches a topic in a certain way. This standard is similar to RI 7 in that it concerns analysis across topically related texts. Whereas the focus of RI 7 is on the impact of format on content, RI 9 focuses on the varying ways authors can approach content.		
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Cornerstone Standard for RI 9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Vertical Alignment

Grade Span	Standard
7	7.RI.IKI.9 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.
6	6.RI.IKI.9 - Compare and contrast two or more authors' presentation of the same topic or event.
5	5.RI.IKI.9 - Integrate information from two or more texts on the same topic in order to build content knowledge.

Standards 6.RI.RRTC.10

6.RI.RRTC.10 - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials. By the end of the year, students should be able to proficiently read a variety of informational texts throughout the grades 6-8 text complexity band, with a gradual release of scaffolding at the high end as needed.	literary nonfiction - a genre of literature in which literary techniques are employed in the development of nonfiction texts such as a personal essay, personal memoir, and works of creative nonfiction. text complexity band - a range of text sophistication corresponding to a grade span within the standards gradual release - removal of scaffolding to move students toward independence scaffolding - the use of instructional techniques to support student learning and gradually move students toward greater independence in reading	Standard is addressed when reading, speaking & listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.

Cornerstone Standard for RI 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
7	7.RI.RRTC.10 - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
6	6.RI.RRTC.10 - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
5	5.RI.RRTC.10 - Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.