

5TH GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.1: Read closely to determine what the 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.

Standard Text:

RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences (conclusions) from the text.

Students Who Demonstrate Understanding Can:

- use a quote from the text that is relevant to the support of a claim or conclusion about what the text says.
- use a quote from the text that is relevant to support an inference drawn from the text.

Vertical Alignment to Previous Grades:

RL 4.1, 3.1, 2.1, 1.1, K.1

Vertical Alignment to Future Grades:

RL.6.1, 7.1, 8.1

Clarification Statement:

- Students quote from the text to support their explanations about what the text states as well as the conclusions they have made from the text.

Vocabulary for Teacher Development:

- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **claim** – an assertion of the truth of something, typically one that is disputed or in doubt
- **conclusion** – a judgment or decision reached by reasoning
- **text evidence** – relevant quote from the text that supports a claim or inference

Anchor Standard/ Domain Name: Reading: Literature

Key Ideas and Details R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard Text:

RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Students Who Demonstrate Understanding Can:

- use details (such as how the character responds to a problem in the story/ drama, how a speaker reflects upon a topic in a poem) to make a claim about the theme in a story, drama, or poem.

Vertical Alignment to Previous Grades:

RL.4.2, 3.2, 2.2, 1.2, K.2

Vertical Alignment to Future Grades:

RL 6.2, 7.2, 8.2

Clarification Statement:

- Students infer the theme of a story, drama, or poem by carefully examining key details. Students consider how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Students also consider what a poem's speaker thinks about the subject. Students provide a summary of the text by using key details.

Vocabulary for Teacher Development:

- **drama** – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play

	<ul style="list-style-type: none"> • poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) • summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account • theme – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message • topic – the subject or matter being discussed or written about in a text, speech, etc. • claim – an assertion of the truth of something, typically one that is disputed or in doubt
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read a story or drama with several characters, settings, and events. • provide a comparison and contrast of two or more characters in a story or drama (how the characters interact, how the characters problem solves, etc.). • provide a comparison and contrast of two or more settings in a story or drama, drawing on specific details in a text. • provide a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text. • use text evidence to compare and contrast characters, settings, events within a text.
<p>Vertical Alignment to Previous Grades: RL.4.3, 3.3, 2.3, 1.3, K.3</p> <p>Vertical Alignment to Future Grades: RL 6.3, 7.3, 8.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students compare and contrast two or more characters, settings, or events in a story or drama using specific details. For example, students consider how characters interact with one another, or how two settings influence the events. Students also consider character traits or responses to events. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • contrast – the state of being strikingly different from something else in juxtaposition or close association • drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play • event – a thing that happens; an occurrence • setting – the time and place of the action in a book, play, story, etc.

	<ul style="list-style-type: none"> • text evidence – relevant quote from the text that supports a claim or inference
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>New Mexico State Standards</u></p>	
<p>Standard Text: Grade 5 students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition;</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • learn about cultures, societies, and people through literature, media, and oral tradition. • connect literature, media, and oral tradition to explore self-identity.
<p>Vertical Alignment to Previous Grades: 2.b, 3.a, 4.a</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • self-identity – the recognition of one’s potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity.) especially in relation to social context. • culture – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. • media – a form of digitized information • oral tradition – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another • cultural and linguistic relevance – the validation and affirmation of students’ home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students
<p>Standard Text: Grade 5 students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • identify the features of oral tribal history. • read and comprehend oral tribal history as a historical perspective. • differentiate oral tribal history from a myth, fable, or folktale.
<p>Vertical Alignment to Previous Grades: 3.b, 4.b</p> <p>Vertical Alignment to Future Grades:</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale

	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • oral tradition – a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another • oral tribal history – a form of historical record passed down through oral tradition from one generation to another
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details:</i>
Task:	<p>From <i>Cognia</i>:</p> <p>Explain a theme of “A Dress for the Moon,” including how the main character responds to the challenges he faces. Provide evidence from the folktale to support your answer.</p> <p>Exemplar Student Response will include:</p> <ul style="list-style-type: none"> • Possible themes for the folktale include variations on “growing through failure/challenges” and “the importance of learning humility,” etc. • The folktale demonstrates the theme through Madan’s attitude and actions. He is a very good tailor, but he is also boastful and proud. (“ The more his fame spread, the more proud and boastful Madan became.”) His skill leads him to believe that he can do anything—even make a dress for the moon. • When he announces that he wants to make a dress for the moon, the coconut tree warns Madan that he will not be able to. • But Madan is proud, so he does not heed the tree’s warning. (“ The coconut tree tried to say something more, but Madan would not listen.”) • When Madan’s dresses fail to fit the moon, he becomes increasingly frustrated. Finally, he is so disappointed that he begins to cry. In his sadness, he is finally able to hear the tree’s full warning: that the moon changes sizes nightly, so making a dress that fits all the time would be impossible. • After this experience, Madan apologizes to the moon and resolves to become a better, more modest person. Only by facing challenges and learning humility is Madan able to change and grow. • Madan faces several challenges in this story. His first challenge is to make a dress for the moon. Because he is quite proud, he assumes that this task will be easy. (“I am sure I can make a dress for the moon.”) When he offers his first attempt, it doesn’t fit. He can’t believe that his dress doesn’t fit perfectly (“The clothes I make always fit perfectly.”) so he tries again. Again, it doesn’t fit. Madan feels frustrated and confused (“I can’t believe it! How could I go wrong?”) because he is not used to his clothes being rejected. • Madan learns from his failure to make a perfect dress for the moon that even he has limits. (“I am not as great a tailor as I thought.”) He responds to this challenge by learning modesty/humility/etc. (“He was not vain anymore.”) This new attitude also makes him more popular. (“People liked him better because he was an excellent tailor and a humble one, too.”)
DOK and Blooms	3, Applying
Possible language objectives	<ul style="list-style-type: none"> • Students will be able to produce a paragraph around the central themes of growing up and humility. (Explain- Writing-Developing)

aligned to this task:	<ul style="list-style-type: none"> Students will be able to connect the content-related theme of “growing up” and “humility” to Madan’s actions in the story (Explain- Writing-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may incorrectly identify the theme. Students may use less-relevant evidence to support their claim even if the theme they identify is correct. Students may summarize the entire story, including text evidence that does not directly support the theme.

5TH GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.4:</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Standard Text: RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> demonstrate an understanding of the meaning of figurative language such as metaphors and similes and/or other forms that the author uses in the text determine the meaning of unknown words in context by using questioning, inferencing, rereading, etc.
<p>Vertical Alignment to Previous Grades: RL.K.4,1.4, 2.4, 3.4, 4.4</p> <p>Vertical Alignment to Future Grades: RL. 6.4, RL. 7.4, 8.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They identify words that add to the meaning and tone of the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.” tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view connotation – an idea or feeling that a word invokes in addition to its literal or primary meaning technical – meanings of words used in specific areas or fields. These words are used to describe the meanings of specific things figurative – departing from a literal use of words; metaphorical
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.5:</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>Standard Text: RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify significant stanzas, chapters, or scenes in text. explain how stanzas, chapters, or scenes in a text fit together. explain how stanzas contribute to a poem. explain how chapters contribute to a story. explain how scenes contribute to a drama.

<p>Vertical Alignment to Previous Grades: RL. K.5, 1.5, 2.5, 3.5, .4.5</p> <p>Vertical Alignment to Future Grades: RL. 6.5, 7.5, 8.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students describe how chapters, scenes, or stanzas fit together to create the overall structure of a story, drama, or poem. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> chapter – the main division within a book drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.6:</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> recount the point of view that a story is told from. determine how point of view influences how events are explained in a story.
<p>Vertical Alignment to Previous Grades: RL. K.6, 1.6, 2.6, 3.6, 4.6</p> <p>Vertical Alignment to Future Grades: RL. 6.6, 7.6, 8.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how a narrator/speaker views events in a story and explain how the point of view impacts how events are described <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> describe, description, descriptive details – to explain something in written or verbal form; the details necessary to give a full and precise account event – a thing that happens; an occurrence point of view – the vantage points from which one relates the events of a story or makes an argument. Point of view also includes a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage points from which one relates the events of a story or makes an argument

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	<i>Craft and Structure</i>
Task:	<p>From Cognia: Describe how the narrator’s point of view influences how the events are described in the passage. Quote accurately from the passage to support your answer.</p> <p>Exemplar Student Response includes:</p> <p>The use of the first-person point of view helps the reader understand:</p> <ul style="list-style-type: none"> • that the narrator and her parents did not have enough food in the city. • that the narrator feels overwhelmed by the new experience. • that the narrator is unsure of whether her grandparents wanted her there at first. • that the narrator values social relationships. • how the narrator grows and changes over time. • that the narrator is an avid reader. • that the narrator enjoys learning.
DOK and Blooms	3, Applying/ Analyzing
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can evaluate the specific words/ structure used by the author to enhance the descriptions of the narrator’s feelings. (Explain-Reading-Reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may misidentify the point of view that the story is told from. • Students may correctly identify the point of view but use the wrong supporting evidence to support their identification. • Students may not analyze the deeper meaning of the first-person point of view to make inferences.

5TH GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>Standard Text: RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • identify visual and multimedia elements in texts such as graphic novels, multimedia presentations, and fiction. • use text evidence in graphic novels, multimedia presentations, and fiction to: <ul style="list-style-type: none"> ○ analyze how the elements (visual, multimedia) contribute to meaning. ○ analyze how the elements (visual, multimedia) contribute to tone ○ analyze how elements (visual, multimedia) contribute to the beauty of a text.
<p>Vertical Alignment to Previous Grades: RL.K.7, 1.7, 2.7, 3.7, 4.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students examine visual elements (pictures, drawings, cartoons) and multimedia elements (video, audio, interactive

<p>Vertical Alignment to Future Grades: RL. 6.7, 7.7, 8.7</p>	<p>images) to understand how these elements add to the meaning, tone, or beauty of a text, such as a graphic novel or multimedia presentation of fiction, folktale, myth or poem.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • aesthetics – concerning the nature and appreciation of beauty • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • beauty – a combination of qualities, such as shape, color, or form that pleases the aesthetic senses, especially the sight • tone – the general character or attitude of a place, piece of writing, situation, etc. • meaning – the understanding a reader can apply to their own lives from the text
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Integration of Knowledge and Ideas R.9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p>Standard Text: RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • compare and contrast themes from stories of the same genre (mysteries, adventure stories). • compare and contrast topics from stories of the same genre (mysteries, adventure stories).
<p>Vertical Alignment to Previous Grades: RL. K.9, 1.9, 2.9, 3.9, 4.9</p> <p>Vertical Alignment to Future Grades: RL. 6.9, 7.9, 8.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students analyze the similarities and differences in stories of the same genre (e.g., mysteries, adventure stories) focusing on how they explore a variety of themes and topics. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • approaches – the particular decisions an author makes when deciding how to present a topic • compare and contrast – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • genre – a category or type of literature or art characterized by similarities in form, style, and subject • theme – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message • topic – the subject or matter being discussed or written about in a text, speech, etc.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	<i>Integration of Knowledge and Ideas</i>
Task:	<p>From <i>Achieve the Core</i>:</p> <p>You've read the original Aesop's fable and then a retelling of that story. Using details from both the fable and the story, write your own story telling what the Town Mouse/Johnny Town-mouse and the Country Mouse/Timmy Willie told their friends once they returned to their homes after their trips. What did they see? How did they feel about the experience? How do they feel about their homes now? Again, be sure to use details of the original texts as you write your own story.</p> <p>Your writing will be scored on how well you:</p> <ul style="list-style-type: none"> • show that you understood the ideas in the passage. • use ideas from the passage as part of your own story. • use words and sentences to create images for the reader. • use periods, capital letters, and correct grammar. <p>Exemplar Student Response Includes:</p> <p>Top-score responses should include the following elements to demonstrate full understanding of the text(s):</p> <ul style="list-style-type: none"> • Town Mouse/Johnny Town-mouse: Each mouse thought that what he had was better than what Country Mouse/Timmy Willie had. <ul style="list-style-type: none"> ○ Town Mouse prefers his jellies and cakes over Country Mouse's beans, bacon, cheese and bread. ○ Town Mouse implied the country life was no way to live. ". . . but of course, you cannot expect anything better in the country. Come home with me and I'll show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life." ○ Johnny Town-mouse liked his dry house better than the dampness and mud at Timmy Willie's house. ○ Johnny Town-mouse thinks the garden "sounds rather a dull place." ○ Johnny Town-mouse views rain in the garden as a bad thing, wondering "What do you do when it rains?" ○ Johnny Town-mouse was used to the danger of the cats at his home but was frightened by the mooing of the cows and the noise of the lawnmowers at Timmy Willie's house. ○ Johnny Town-mouse thought his sleeping arrangements were great, showing Timmy Willie a "most comfortable sofa pillow" but left after Timmy Willie presented him with a bed of "grass clippings." • Country Mouse/Timmy Willie: Each mouse thought that what he had was better than what Town Mouse/Johnny Town-mouse had. <ul style="list-style-type: none"> ○ Country Mouse ate the "fine feast" at Town Mouse's home but left after the dogs came in because he'd rather have simple food and be safe instead of fancy food to eat when endangered. ○ Timmy Willie is not impressed with the food in Johnny Town-mouse's home, and he only ate it because he was hungry and wanted to be polite. In fact, the food made him ill ("the food disagreed with him"). ○ Timmy Willie views rain in the garden as a good thing, allowing him to "sit in my little sandy burrow and shell corn and seeds from my autumn store." He also enjoys looking out at the birds and seeing the garden after the rains and the lovely quietness it brings.

	<ul style="list-style-type: none"> ○ Timmy Willie was used to the noises of the cows and lawn mowers but was frightened of the cats at Johnny Town-mouse’s house. After hearing the young mice scamper away from the cats, “his appetite failed, he felt faint.” ○ Timmy Willie wanted his “peaceful nest in a sunny bank” instead of the sofa pillow that Johnny Town-mouse offered as a bed.
DOK and Blooms	3, Creating
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Use narrative elements to extend the fable <i>Town Mouse, Country Mouse</i> (Recount, Reaching, Writing)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may not extend the storyline based on inferences from the original fable and instead opt for details that do not connect to the plot. • Student responses may demonstrate misconceptions about the ideas/ events in the fable. • Students may not cite appropriate evidence, such as reference to events or characters, from the text in order to extend the story.

5TH GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading Level and Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL 5.10 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.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read and comprehend literature from multiple different subgenres such as stories, dramas, poetry. • read with appropriate stamina, prosody, and pacing independently. • read texts of grade level Lexile levels (740-1010).
<p>Vertical Alignment to Previous Grades: RL.K.1, 1.1, 2.1, 3.1, 4.1</p> <p>Vertical Alignment to Future Grades: RL. 6.1, 7.1, 8.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • By the end of grade 5, students competently read and understand literary texts on the high end of the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • <u>independently</u> – on one’s own, without aid from another (such as a teacher) • <u>proficient/proficiently</u> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success • <u>text complexity band</u> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length

	<p>and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself</p> <ul style="list-style-type: none">• <u>subgenres</u> – a genre that is part of a larger genre
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