

Grades 11 – 12 Reading Literary Text: Learning Progression Evidence and ALDs

This document serves as a guide in understanding the main Oregon English Language Arts (ELA) learning targets. Educators can use this document as a tool for bundling multiple reading literary (RL) standards into learning targets in alignment to Oregon's summative test. Throughout the document each learning target will include specific standards, evidence statements, and Achievement Level Descriptor (ALD) Progressions.

READING STANDARDS: Students can read closely and analytically to comprehend a range of increasingly complex literary texts. The reading standards define what students should understand and be able to do by the end of each grade.

• While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Complexity
Read to determine what the text says and make logical inferences	 Interpret words and phrases and how specific word choices shape 	Integrate and evaluate content presented in diverse media and	Read and comprehend complex literary and informational texts
 Determine central ideas or themes; summarize the key supporting details and ideas Analyze developments over the course of a text 	 meaning or tone Analyze how the structures of text relate to each other and the whole Assess how point of view or purpose shapes the content and style of a text 	 Delineate and evaluate the argument and specific claims in a text: validity, relevance and sufficiency Analyze how two or more texts address similar themes or topics 	 independently and proficiently Read increasingly complex texts to gain adequate exposure to a range of texts and tasks

LEARNING TARGETS: Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

EVIDENCE STATEMENTS: Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS: Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

TEXT COMPLEXITY: Text complexity is a combination of quantitative, reader and task, and qualitative considerations. Beyond the use of lexile levels, educators should consider the following qualitative components: (1) Structure, (2) Language Conventionality and Clarity, Knowledge Demands, and Levels of Meaning and Purpose. *ODE Text Complexity, Vocabulary, & Writing (Appendix A: Figure 2)*

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Claim #1 Reading: Students can read closely ar	ia anaivticaliv to comprenena	a ranae of increasinaly complex ii	terarv ana intormational texts.
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Oregon Reading Content Category: Literary Text Central **Analysis Within Text Structures Key Details Reasoning & Evidence Word Meanings Language Use** Ideas **/Across Texts** and Features Analyze text Given an Determine a Determine intended or precise meanings of words, Make an inference or draw a Analyze Interpret and inference or theme or including academic/tier 2 words, domain-specific (tier 3) conclusion about a text OR make relationships among structures and the analyze figurative conclusion, central idea words, and words with multiple meanings, based on inferences or draw conclusions in literary elements impact of those language use (e.g., use explicit from evidence context, word relationships (e.g., synonyms, antonyms, order to compare texts (e.g., (e.g., setting, choices on figurative, details and in the text or analogy, connotations, denotations), word structure (e.g., character development, setting, characters, plot) meaning or connotative implicit provide an common Greek or Latin roots, affixes), or use of reference plot, point of view, or fictional within or across presentation. meanings) or information objective materials (e.g., dictionary), with primary focus on portrayal of time, place or texts or analyze demonstrate determining meaning based on context and the academic character) and use supporting from the text summary of how an author understanding of evidence as justification/ the text. (tier 2) vocabulary common to complex texts in all develops the nuances in word to support the inference disciplines. explanation. narrator or meanings used in characters' point of context and the or conclusion provided. view within or impact of those across texts. word choices on

Oregon English Language Arts and Literacy Standards

HS.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

	support analysis. Identify areas where the text leaves ideas unclear or unexplored.					
Primary	HS.RL.2 -	HS.RL.4 - Determine the meaning of words and phrases as they are	HS.RL.3 - Analyze the impact of	HS.RL.3 - Analyze	HS.RL.5 - Analyze	HS.RL.4 -
focus is on	Determine two	used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone,	the author's choices regarding	the impact of the	how an author's	Determine the
HS.RL.1	or more themes	including words with multiple meanings.	how to develop and relate	author's choices	choices	meaning of words
	or central ideas	HS.L.4 - Determine and/or clarify the meaning of unknown and	elements of a literary text.	regarding how to	concerning how	and phrases as
	of a text and	multiple-meaning words and phrases based on grades 11 reading	HS.RL.6 - Analyze a case in	develop and relate	to structure	they are used in
	analyze their	and content, choosing flexibly from a range of strategies, including	which grasping point of view,	elements of a	specific parts of a	the text, including
	development	context clues, word parts, word relationships, and reference materials.	or understanding a perspective	literary text.	text contribute to	figurative,
	over the course	HS.L.4a - Use context as a clue to the meaning of a word or phrase.	or cultural experience requires	HS.RL.6 - Analyze a	its overall	connotative and
	of the text,	HS.L.4b - Identify and correctly use patterns of word changes that	distinguishing what is directly	case in which	structure and	technical
	including how	indicate different meanings or parts of speech.	stated in a text from what is	grasping point of	meaning as well	meanings; analyze
	they interact and build on	HS.L.4c – Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital,	really meant.	view, or	as its aesthetic	the impact of
	one another to	to find the pronunciation of a word or determine or clarify its	HS.RL.9 - Demonstrate	understanding a	impact.	word choice on
	produce a	precise meaning, its part of speech, its etymology, or its standard	knowledge of a range of texts	perspective or		meaning and tone,
	complex	usage.	within the same time periods by	cultural		including words
	account.	HS.L.4d - Verify the preliminary determination of the meaning of a word or phrase.	authors from the Americas,	experience		with multiple
	Provide an	HS.L.5b - Analyze nuances in the meaning of words with similar	including how two or more texts	requires		meanings.
	evidence-based	denotations.	from the same period treat	distinguishing		HS.L.5a - Interpret
	summary of the	HS.L.6 - Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking,	similar themes or topics from	what is directly		figures of speech
	text that	and listening at the college and career readiness level; demonstrate	l multiple perchectives	stated in a text		in context and
	includes	independence in gathering vocabulary knowledge when considering		from what is really		analyze their role
	analysis.	a word or phrase important to comprehension or expression.		meant.		in the text.

HS.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 9-12 text complexity band independently and proficiently.

meaning and tone.

KEY DETAILS				
Given an inference of	or conclusi	on, use explicit details and implicit info	ormation from the text to support the in	ference or conclusion provided.
STANDARDS 11-12.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.				
EVIDENCE STATEMENTS	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.			
		ACHIEVEMENT LEVI	EL DESCRIPTORS (ALDs)	
Not Yet Meeting		Nearly Meeting	Meeting	Exceeding
Students should be able to ice textual evidence that minimal supports simple inferences in conclusions drawn about textual exists.	ally nade or	Students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.	Students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity.	Students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of unusually high complexity.
OSAS Sample Items: Key Details				

	CENTRAL IDEAS			
D	etermine a theme or central idea from evidence in the text, or provide an objective summary of the text.			
STANDARDS	 11-12.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11-12.RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis. 			
EVIDENCE STATEMENTS	1. The student will determine a theme or central idea of a text using supporting evidence.			

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)				
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding	
Students should be able to use explicit details to minimally summarize central ideas or key events.	Students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details.	Students should be able to summarize central ideas, themes, and key events and analyze thematic development over the course of the text using adequate support and	Students should be able to thoroughly summarize central ideas, themes, and key events and provide an insightful analysis of thematic development over the course of the	
		relevant details.	text, using supporting ideas and relevant, well-chosen details.	

OSAS Sample Items: Central Ideas

WORD MEANING

Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

-	e.g. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on determining ning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
	11-12.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
	11-12.RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
	11-12.L.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
STANDARDS	11-12.L.4a - Use context as a clue to the meaning of a word or phrase.
	11-12.L.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
	11-12.L.4c – Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print
	and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	11-12.L.4d - Verify the preliminary determination of the meaning of a word or phrase.
	11-12.L.5b - Analyze nuances in the meaning of words with similar denotations.
	11-12.L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EVIDENCE STATEMENTS

- The student will determine the meaning of a word or phrase based on its context in a literary text.
- 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.
- 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.
- The student will use etymology to determine the correct meaning of an unknown word or phrase in a literary text.

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to	Students should be able to	Students should be able to	Students should be able to
determine, with guided support (e.g.,	determine, with some support (e.g.,	adequately determine intended or	thoroughly determine intended,
pointing to words in context), the	limiting context), intended meanings	precise meanings of words including	precise, and nuanced meanings of
intended meanings of words	of words including academic words,	academic words, domain-specific	words including academic words,
including some academic and	domain-specific words, and	words, and connotation/denotation	domain-specific words, and
domain-specific words and	connotation/denotation, using some	using context and multiple-word	connotation/denotation using
connotation/denotation, using some	word analysis strategies or resources,	analysis strategies or resources	multiple-word analysis strategies or
context and limited strategies or	with a primary focus on the academic	effectively, with a primary focus on	resources thoroughly and accurately,
resources, with a primary focus on	vocabulary common to texts of	the academic vocabulary common to	with primary focus on the academic
the academic vocabulary common to	moderate complexity across	texts of moderate-to-high	vocabulary common to texts of
texts of low complexity across	disciplines.	complexity across disciplines.	unusually high complexity across
disciplines.			disciplines.

OSAS Sample Items: Word Meaning

REASONING AND EVIDENCE

Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.

STANDARDS

- **11-12.RL.1** Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
- 11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text.
- **11-12.RL.6** Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.
- **11-12.RL.9** Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.

EVIDENCE STATEMENTS

1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)				
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding	
Students should be able to provide	Students should be able to provide	Students should be able to provide	Students should be able to provide	
minimal evidence that they can apply	partial evidence that they can apply	adequate evidence that they can	thorough evidence that they can	
reasoning and a limited range of	reasoning and an adequate range of	apply reasoning and a range of	apply insightful reasoning and a wide	
textual evidence to justify simple	textual evidence to justify inferences	textual evidence to justify inferences	range of textual evidence to justify	
inferences or judgments made with	or judgments made with regard to	or judgments made with regard to	inferences or judgments made with	
regard to themes, characters, and	development of universal themes,	development of universal themes,	regard to development of universal	
point of view or discourse style on	characters, and impact of point of	characters, and impact of point of	themes, characters, and impact of	
plot/subplot development.	view or discourse style on	view or discourse style (e.g., dramatic	point of view or discourse style (e.g.,	
	plot/subplot development.	irony, humor, satire,	dramatic irony, humor, satire,	
		understatement) on plot/subplot	understatement) on plot/subplot	
		development, especially with texts of	development, especially with texts	
		moderate-to-high complexity.	of unusually high complexity.	

OSAS Sample Items: Reasoning and Evidence

ANALYSIS WITHIN AND ACROSS TEXTS					
Analyze interrelationshi	ps among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of				
	view within or across texts.				
STANDARDS	STANDARDS 11-12.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11-12.RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text. 11-12.RL.6 - Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.				
EVIDENCE STATEMENTS	 The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text. The student will analyze and distinguish point of view within one text. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts. The student will analyze and distinguish point of view across different texts. 				

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)				
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding	
Students should be able to provide	Students should be able to provide	Students should be able to provide	Students should be able to provide	
minimal evidence of analysis of	partial evidence of analysis of	evidence of an adequate analysis of	evidence of a thorough and insightful	
interrelationships among literary	interrelationships among literary	interrelationships among literary	analysis of interrelationships among	
elements within a text of low	elements within a text of moderate	elements within one or multiple	literary elements within texts of	
complexity or how a pair of texts of	complexity or multiple texts of	texts of moderate-to-high	unusually high complexity and how	
low complexity addresses a topic or	moderate complexity with similar	complexity or how different texts	different texts address themes,	
theme.	themes, topics, or source materials.	address topics, themes, or use source	topics, or use source materials.	
		materials.		
OSAS Sample Items: Analysis Within and Across Texts				

	TEXT STRUCTURE AND FEATURES				
	An	alyze text structures and the impact of	those choices on meaning or presentati	on.	
	11-12.RL	.1 - Analyze what the text says explicitly	as well as inferentially, including determ	ining where the text leaves matters	
		uncertain; cite strong and thorough	textual evidence to support analysis. Ide	ntify areas where the text leaves ideas	
STANDARDS		unclear or unexplored.			
	11-12.RL	•	cerning how to structure specific parts o	f a text contribute to its overall	
		structure and meaning as well as its	•		
		student will determine how the overall s			
EVIDENCE STATEMENTS			e author structured elements within the t	ext in a certain manner and the impact	
	of the	nat structure on meaning.			
		ACHIEVEMENT LEVE	L DESCRIPTORS (ALDs)		
Not Yet Meeting		Nearly Meeting	Meeting	Exceeding	
Students should be able to pr	rovide	Students should be able to provide	Students should be able to provide	Students should be able to provide	
minimal evidence that they c	an	partial evidence that they can	adequate evidence that they can	thorough evidence that they can	
identify text structures, genre	e-	describe and distinguish text	analyze text structures, genre-specific	analyze text structures, genre-specific	
specific features, or formats		structures, genre-specific features, or	features, or formats	features, or formats	
(visual/graphic/auditory effective)	=	formats (visual/graphic/auditory	(visual/graphic/auditory effects) of	(visual/graphic/auditory effects) of	
texts of low complexity and p		effects) of texts of moderate	texts of moderate-to-high	texts of unusually high complexity	
minimal explanation of the in	minimal explanation of the impact of complexity and explain the obvious complexity and explain the impact(s) and critique the complex impact(s) or				
those choices on meaning or		impact of those choices on meaning	of those choices on meaning and/or	those choices on meaning and/or	
presentation.	presentation. or presentation. presentation. presentation.				
	OSAS Sample Items: Text Structures and Features				

LANGUAGE USE				
Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone.				
STANDARDS	 11-12.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. 11-12.RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings. 11-12.L.5a - Interpret figures of speech in context and analyze their role in the text. 			
EVIDENCE STATEMENTS	 The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. The student will analyze the impact of word choice on reader interpretation of meaning or tone. 			
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)				
Not Yet Meeting		Nearly Meeting	Meeting	Exceeding
Students should be able to minimally determine the figurative (e.g., hyperbole) or connotative meanings of some words and phrases in texts of low complexity and with some guided support (e.g., pointing to		Students should be able to partially determine the figurative (e.g., euphemism, oxymoron) or connotative meanings of words and phrases used in context and the obvious impact of those word choices	Students should be able to adequately determine and analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the	Students should be able to thoroughly determine, analyze, and critique the use of figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context
words in context).		on meaning and/or tone in texts of moderate complexity and with some support (e.g., limiting context).	impact(s) of those word choices on meaning and tone in texts of moderate-to-high complexity.	and the impact(s) of those word choices on meaning and tone in texts of unusually high complexity.
OSAS Sample Items: Language Use				