

## Grade 3 Reading Informational 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
<ul style="list-style-type: none"> <li>• Read to determine what the text says and make logical inferences</li> <li>• Determine central ideas or themes; summarize the key supporting details and ideas</li> <li>• Analyze developments over the course of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret words and phrases and how specific word choices shape meaning or tone</li> <li>• Analyze how the structures of text relate to each other and the whole</li> <li>• Assess how point of view or purpose shapes the content and style of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate and evaluate content presented in diverse media and formats</li> <li>• Delineate and evaluate the argument and specific claims in a text: validity, relevance and sufficiency</li> <li>• Analyze how two or more texts address similar themes or topics</li> </ul>	<ul style="list-style-type: none"> <li>• Read and comprehend complex literary and informational texts independently and proficiently</li> <li>• Read increasingly complex texts to gain adequate exposure to a range of texts and tasks</li> </ul>

**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 \(Appendix A: Figure 2\)](#)

**Claim #1 Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**Oregon Reading Content Category: Informational Text**

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within/Across Texts	Text Structures and Features	Language Use
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Identify or determine a main idea and the key details that support it.	Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events ideas, concepts, procedures, point of view, use of information from illustrations, compare and contrast points or key details) and use supporting evidence as justification/ explanation.	Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author’s point of view.	Relate knowledge of text features (e.g., maps, photographs) demonstrate understanding of the text.	Determine understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.

**Oregon English Language Arts and Literacy Standards**

**3.RI.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<b>3.RI.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	<b>3.RI.2</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p><b>3.RI.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>3.L.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</p> <p><b>3.L.4a</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>3.L.4b</b> - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>3.L.4c</b> - Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p><b>3.L.4d</b> - Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p><b>3.RI.3</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RI.6</b> - Distinguish between a firsthand and secondhand account of the same event or topic.</p> <p><b>3.RI.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p><b>3.RI.8</b> - Describe the logical connection between particular sentences and paragraphs in a text.</p> <p><b>3.RI.9</b> - Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>3.RI.3</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RI.6</b> - Distinguish between a firsthand and secondhand account of the same event or topic.</p>	<p><b>3.RI.5</b> - Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p><b>3.RI.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>	<p><b>3.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>3.L.5a</b> - Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p><b>3.L.5b</b> - Identify real-life connections between words and their use.</p>
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**3.RI.10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

## KEY DETAILS

**Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.**

<b>STANDARDS</b>	<p><b>3.RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RI.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>
<b>EVIDENCE STATEMENTS</b>	<p>1. <i>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</i></p>

### ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use explicit details and information from the text to support answers or inferences about information presented <b>in texts of low complexity.</b>	Students should be able to use explicit details and information from the text to support answers and inferences about information presented <b>in texts of moderate complexity.</b>	Students should be able to use explicit details and information from the text to support answers and inferences about information presented <b>in texts of moderate complexity.</b>	Students should be able to use explicit details and information from the text to support answers and inferences about information presented <b>in texts of unusually high complexity.</b>

[OSAS Sample Items: Key Details](#)

## CENTRAL IDEAS

**Identify or determine a main idea and the key details that support it.**

<b>STANDARDS</b>	<p><b>3.RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RI.2</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<b>EVIDENCE STATEMENTS</b>	<p>1. <i>The student will determine a main idea or key details in a text using supporting evidence.</i></p>

### ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to identify central ideas/key events, procedures, or details that support them <b>in texts of low complexity.</b>	Students should be able to identify or summarize central ideas/key events or procedures and details that support them <b>in texts of moderate complexity.</b>	Students should be able to identify or summarize central ideas/key events or procedures and details that support them <b>in texts of moderate-to-high complexity.</b>	Students should be able to identify and summarize central ideas/key events, procedures, and details that support them <b>in texts of unusually high complexity.</b>

[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, structure (e.g., common Greek or Latin roots, affixes), 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.**

### STANDARDS

- 3.RI.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.L.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.
- 3.L.4a** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- 3.L.4b** - Use sentence-level context as a clue to the meaning of a word or phrase.
- 3.L.4c** - Determine the meaning of the new word formed when a known affix is added to a known word.
- 3.L.4d** - Use a known root word as a clue to the meaning of an unknown word with the same root.

### EVIDENCE STATEMENTS

1. *The student will determine the meaning of a word or phrase based on its context in an informational text.*
2. *The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.*
3. *The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text.*
4. *The student will use Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in an informational text.*

### ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources <b>in texts of low complexity.</b>	Students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources <b>in texts of moderate complexity.</b>	Students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources <b>in texts of moderate-to-high complexity.</b>	Students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic words (tier 2) with multiple meanings, based on context, word relationships, word structure, or use of resources <b>in texts of unusually high complexity.</b>

[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., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.**

<b>STANDARDS</b>	<p><b>3.RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RI.3</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RI.6</b> - Distinguish between a firsthand and secondhand account of the same event or topic.</p> <p><b>3.RI.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p><b>3.RI.8</b> - Describe the logical connection between particular sentences and paragraphs in a text.</p> <p><b>3.RI.9</b> - Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<b>EVIDENCE STATEMENTS</b>	<p>1. <i>The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.</i></p>

### ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use supporting evidence to interpret and explain how information is presented or connected <b>within or across texts of low complexity.</b>	Students should be able to use supporting evidence to interpret and explain how information is presented or connected <b>within or across texts of moderate complexity.</b>	Students should be able to use supporting evidence to interpret and explain how information is presented or connected <b>within or across texts of moderate-to-high complexity.</b>	Students should be able to use supporting evidence to interpret and explain how information is presented and connected <b>within or across texts of unusually high complexity.</b>

[OSAS Sample Items: Reasoning and Evidence](#)

## ANALYSIS WITHIN AND ACROSS TEXTS

**Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.**

<b>STANDARDS</b>	<p><b>3.RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RI.3</b> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RI.6</b> - Distinguish between a firsthand and secondhand account of the same event or topic.</p>
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<b>EVIDENCE STATEMENTS</b>	<ol style="list-style-type: none"> <li>1. <i>The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) within a text.</i></li> <li>2. <i>The student will distinguish the author’s point of view within a text.</i></li> <li>3. <i>The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) across two texts.</i></li> <li>4. <i>The student will distinguish the author’s point of view across two texts.</i></li> </ol>		
<b>ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)</b>			
<b>Not Yet Meeting</b>	<b>Nearly Meeting</b>	<b>Meeting</b>	<b>Exceeding</b>
Students should be able to specify, integrate, or compare information <b>within or across texts of low complexity.</b>	Students should be able to specify, integrate, or compare information <b>within or across texts of moderate complexity.</b>	Students should be able to specify, integrate, and compare information <b>within or across texts of moderate-to-high complexity.</b>	Students should be able to specify, integrate, and compare information <b>within or across texts of unusually high complexity.</b>
<a href="#"><u>OSAS Sample Items: Analysis Within and Across Texts</u></a>			

<b>TEXT STRUCTURE AND FEATURES</b>			
<b>Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.</b>			
<b>STANDARDS</b>	<p><b>3.RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.RI.5</b> - Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p><b>3.RI.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>		
<b>EVIDENCE STATEMENTS</b>	<ol style="list-style-type: none"> <li>1. <i>The student will determine how the overall structure of a text impacts its meaning.</i></li> <li>2. <i>The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.</i></li> </ol>		
<b>ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)</b>			
<b>Not Yet Meeting</b>	<b>Nearly Meeting</b>	<b>Meeting</b>	<b>Exceeding</b>
Students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information <b>in texts of low complexity.</b>	Students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information <b>in texts of moderate complexity.</b>	Students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information <b>in texts of moderate-to-high complexity.</b>	Students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information <b>in texts of unusually high complexity.</b>
<a href="#"><u>OSAS Sample Items: Text Structures and Features</u></a>			

## LANGUAGE USE

**Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context or identify connections between words and their uses.**

<b>STANDARDS</b>	<p><b>3.RI.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>3.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>3.L.5a</b> - Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p><b>3.L.5b</b> - Identify real-life connections between words and their use.</p>		
<b>EVIDENCE STATEMENTS</b>	<ol style="list-style-type: none"> <li>1. <i>The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning.</i></li> <li>2. <i>The student will demonstrate the intent and use of a literary device and analyze its impact on meaning.</i></li> <li>3. <i>The student will analyze the impact of word choice on reader interpretation of meaning.</i></li> </ol>		
<b>ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)</b>			
<b>Not Yet Meeting</b>	<b>Nearly Meeting</b>	<b>Meeting</b>	<b>Exceeding</b>
Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context <b>in texts of low complexity.</b>	Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context <b>in texts of moderate complexity.</b>	Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context <b>in texts of moderate-to-high complexity.</b>	Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context <b>in texts of unusually high complexity.</b>
<a href="#"><u>OSAS Sample Items: Language Use</u></a>			