Grade 3 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 • Determine central ideas or themes; summarize the key supporting details and ideas • Analyze developments over the course of a text	• Interpret words and phrases and how specific word choices shape 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	• Integrate and evaluate content presented in diverse media and formats • 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	• Read and comprehend complex literary and informational texts 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)*

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.						
Oregon Reading Content Category: Literary 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 central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	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., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context or demonstrate understanding of nuances in word meanings used in context.
Oregon English Language Arts and Literacy Standards						
3.RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
Primary focus is on 3.RL.1	**3.RL.2** - Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.	**3.RL.4** - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **3.L.4** - 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.4a** - Use sentence-level context as a clue to the meaning of a word or phrase. **3.L.4b** - Determine the meaning of the new word formed when a known affix is added to a known word. **3.L.4c** – Use a known root word as a clue to the meaning of an unknown word with the same root. **3.L.4d** - Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases. **3.L.5c** - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	**3.RL.3** - Describe characters in a story and explain how their actions contribute to the sequence of events. **3.RL.6** - Distinguish their own point of view from that of the narrator or those of the characters. **3.RL.9** - Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.	**3.RL.3** - Describe characters in a story and explain how their actions contribute to the sequence of events. **3.RL.6** - Distinguish their own point of view from that of the narrator or those of the characters.	**3.RL.5** - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **3.RL.7** - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	**3.RL.4** - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **3.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **3.L.5a** - Distinguish the literal and nonliteral meanings of words and phrases in context. **3.L.5b** - Identify real-life connections between words and their use.
3.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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.

STANDARDS	**3.RL.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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 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 basic inferences **in texts of low complexity**.	Students should be able to use explicit details and information from the text to support answers or basic inferences **in texts of moderate complexity**.	Students should be able to use explicit details and information from the text to support answers or basic inferences **in texts of moderate-to-high complexity**.	Students should be able to use explicit details and information from the text to support answers or basic inferences **in texts of unusually high complexity**.

[OSAS Sample Items: Key Details](#)

CENTRAL IDEAS

Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.

STANDARDS	**3.RL.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.2** - Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
EVIDENCE STATEMENTS	1. *The student will determine a central message/main idea, lesson or moral of a text using supporting evidence.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to identify central ideas, key events, or the sequence of events presented **in texts of low complexity**.	Students should be able to identify or summarize central ideas, key events, or the sequence of events presented **in texts of moderate complexity**.	Students should be able to identify or summarize central ideas, key events, or the sequence of events presented **in texts of moderate-to-high complexity**.	Students should be able to identify and summarize central ideas, key events, or the sequence of events presented **in texts of unusually high complexity**.

[OSAS Sample Items: Central Ideas](#)

WORD MEANING

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 reference materials (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.

STANDARDS	**3.RL.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.4** - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **3.L.4** - 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.4a** - Use sentence-level context as a clue to the meaning of a word or phrase. **3.L.4b** - Determine the meaning of the new word formed when a known affix is added to a known word. **3.L.4c** – Use a known root word as a clue to the meaning of an unknown word with the same root. **3.L.4d** - Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases. **3.L.5c** - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
EVIDENCE STATEMENTS	1. *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.* 4. *The student will use Greek or Latin word parts 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 determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources **in texts of low complexity**.	Students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources **in texts of moderate complexity**.	Students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources **in texts of moderate-to-high complexity**.	Students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources **in texts of unusually high complexity**.

[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., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.

STANDARDS	**3.RL.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.3** - Describe characters in a story and explain how their actions contribute to the sequence of events. **3.RL.6** - Distinguish their own point of view from that of the narrator or those of the characters. **3.RL.9** - Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.
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 use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message **in texts of low complexity**.	Students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message **in texts of moderate complexity**.	Students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message **in texts of moderate-to-high complexity**.	Students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message **in texts of unusually high complexity**.

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

ANALYSIS WITHIN AND ACROSS TEXTS

Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.

STANDARDS	**3.RL.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.3** - Describe characters in a story and explain how their actions contribute to the sequence of events. **3.RL.6** - Distinguish their own point of view from that of the narrator or those of the characters.
EVIDENCE STATEMENTS	1. *The student will describe and explain the relationships among literary elements (e.g., characters) within one text.* 2. *The student will distinguish the narrator or characters' point of view within one text.* 3. *The student will describe and explain the relationships among literary elements (e.g., characters) across different texts.* 4. *The student will distinguish the narrator or characters' point of view across different texts.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	**Nearly Meeting**	**Meeting**	**Exceeding**
Students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) **in texts of low complexity**.	Students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) **in texts of moderate complexity**.	Students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem solution, and theme) **in texts of moderate-to-high complexity**.	Students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem solution, and theme) **in texts of unusually high complexity**.
OSAS Sample Items: Analysis Within and Across Texts			

TEXT STRUCTURE AND FEATURES	
Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	
STANDARDS	**3.RL.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.5** - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **3.RL.7** - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
EVIDENCE STATEMENTS	1. *The student will determine how the overall structure of a text impacts its meaning.* 2. *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.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	**Nearly Meeting**	**Meeting**	**Exceeding**
Students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information **in texts of low complexity**.	Students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information **in texts of moderate complexity**.	Students should be able to demonstrate knowledge of text structures and text features to explain, interpret, or connect information **in texts of moderate-to-high complexity**.	Students should be able to demonstrate knowledge of text structures and text features to explain, interpret, and connect information **in texts of unusually high complexity**.
OSAS Sample Items: Text Structures and Features			

LANGUAGE USE
Determine the use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context

STANDARDS	**3.RL.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.4** - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **3.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **3.L.5a** - Distinguish the literal and nonliteral meanings of words and phrases in context. **3.L.5b** - Identify real-life connections between words and their use.
EVIDENCE STATEMENTS	1. *The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.* 2. *The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.* 3. *The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning.* 4. *The student will analyze the impact of word choice on reader interpretation of meaning.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	**Nearly Meeting**	**Meeting**	**Exceeding**
Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context **in texts of low complexity**.	Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context **in texts of moderate complexity**.	Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context **in texts of moderate-to-high complexity**.	Students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context **in texts of unusually high complexity**.
[OSAS Sample Items: Language Use](#)			