Grade 4 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						
4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.						
Primary focus is on 4.RL.1	**4.RL.2** - Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**4.RL.4** - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. **4.L.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **4.L.4a** - Use context as a clue to the meaning of a word or phrase. **4.L.4b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **4.L.4c** – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **4.L.5c** - Demonstrate understanding of words by relating them to their antonyms and to their synonyms.	**4.RL.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **4.RL.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **4.RL.9** - Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	**4.RL.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **4.RL.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**4.RL.5** - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text	**4.RL.4** - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. **4.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **4.L.5a** - Explain the meaning of simple similes and metaphors in context. **4.L.5b** - Recognize and explain the meaning of common idioms, adages, and proverbs.
4.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3 - 4 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	4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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 identify details and information **from low-complexity text** to minimally support answers or inferences provided.	Students should be able to identify details and information **from texts of moderate complexity** to partially support answers or inferences provided.	Students should be able to identify explicit details and implicit information **from texts of moderate-to-high complexity** to adequately support answers or inferences provided.	Students should be able to identify and explain explicit details and implicit information **from texts of unusually high complexity** to support answers and inferences provided.

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	4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EVIDENCE STATEMENTS	1. The student will determine a theme or central idea/main idea of a text using supporting evidence.

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to minimally identify or summarize central ideas/key events **in texts of low complexity.**	Students should be able to partially identify or summarize central ideas/key events **in texts of moderate complexity.**	Students should be able to adequately identify or summarize central ideas/key events **in texts of moderate-to-high complexity.**	Students should be able to thoroughly identify and summarize central ideas/key events **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	4. RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. 4.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 4.L.4a - Use context as a clue to the meaning of a word or phrase. 4.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.L.4c – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.L.5c - Demonstrate understanding of words by relating them to their antonyms and to their synonyms.
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 minimally determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, or heavy reliance on use of resources **in texts of low complexity.**	Students should be able to partially 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 adequately 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 thoroughly 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	**4.RL.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **4.RL.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **4.RL.9** - Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
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 minimally justify/explain their own inferences **in texts of low complexity.**	Students should be able to use supporting evidence to partially justify/explain their own inferences **in texts of moderate complexity.**	Students should be able to use supporting evidence to adequately justify/explain their own inferences **in texts of moderate-to-high complexity.**	Students should be able to use extensive supporting evidence to justify/explain in depth their own inferences **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	**4.RL.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **4.RL.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
EVIDENCE STATEMENTS	1. *The student will describe and explain the relationships among literary elements (character, setting, event) within one text.* 2. *The student will compare/contrast the narrator or characters' point of view within one text.* 3. *The student will describe and explain the relationships among literary elements (character, setting, event) across different texts.* 4. *The student will compare/contrast 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 minimally interpret, specify, or compare how information is presented across **texts of low complexity.**	Students should be able to partially interpret, specify, or compare how information is presented across **texts of moderate complexity.**	Students should be able to adequately interpret, specify, or compare how information is presented across **texts of moderate-to-high complexity.**	Students should be able to thoroughly interpret, specify, or compare how information is presented across **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	**4.RL.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.5** - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text
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 relate minimal knowledge of text structures, genre-specific features, or formats in order to obtain, interpret, explain, or connect information **within texts of low complexity.**	Students should be able to relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information **within texts of moderate complexity.**	Students should be able adequately relate knowledge of text structures, genre specific features, or formats to obtain, interpret, explain, or connect information **within texts of moderate-to-high complexity.**	Students should be able to thoroughly relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information **within 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	**4.RL.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **4.RL.4** - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. **4.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **4.L.5a** - Explain the meaning of simple similes and metaphors in context. **4.L.5b** - Recognize and explain the meaning of common idioms, adages, and proverbs.
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 minimally determine figurative language, literary devices, or connotative meanings of words and phrases used in context **in texts of low complexity.**	Students should be able to partially determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone **in texts of moderate complexity.**	Students should be able to adequately determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone **in texts of moderate-to-high complexity.**	Students should be able to thoroughly determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone **in texts of unusually high complexity.**

OSAS Sample Items: Language Use