

Grade 5 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"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: 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, or summarize key details using evidence from the text.	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., synonyms, antonyms), word 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.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.	Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.

Oregon English Language Arts and Literacy Standards

5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	5.RI.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 5.L.4a - Use context as a clue to the meaning of a word or phrase. 5.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 5.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. 5.L.5c - Use the relationship between particular words to better understand each of the words.	5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	5.RI.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. 5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5.L.5a - Interpret figurative language, including similes and metaphors, in context. 5.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.
--	---	---	---	---	---	--

5.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 4–5 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	5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		
EVIDENCE STATEMENTS	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>		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use, with significant support (e.g., highlighted text), limited information from text to support answers or inferences about information presented in texts of low complexity .	Students should be able to use, with minimal support (e.g., highlighted text), information from text to partially support answers or inferences about information presented in texts of moderate complexity .	Students should be able to adequately use explicit details and implicit information from text to support answers or inferences about information presented in texts of moderate-to-high complexity .	Students should be able to use explicit details and implicit information from text to support answers or inferences about information presented in texts of unusually high complexity .
OSAS Sample Items: Key Details			

CENTRAL IDEAS			
Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.			
STANDARDS	5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
EVIDENCE STATEMENTS	1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence.		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to, with significant support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of low complexity.	Students should be able to, with minimal support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of moderate complexity.	Students should be able to provide adequate summaries of central ideas, key events, procedures, or topics and subtopics in texts of moderate-to-high complexity.	Students should be able to provide thorough summaries of central ideas, key events, procedures, or topics and subtopics in texts of unusually high complexity.
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., synonyms, antonyms), word 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	<p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>5.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>5.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.</p> <p>5.L.5c - Use the relationship between particular words to better understand each of the words.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> <i>The student will determine the meaning of a word or phrase based on its context in an informational text.</i> <i>The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.</i> <i>The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.</i> <i>The student will use synonyms or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.</i>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to determine, with significant support (e.g., within highlighted text or a shorter passage) and in texts of low complexity , the intended meaning of a few common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts.	Students should be able to determine, with some support and in texts of moderate complexity , the intended meaning of some common, grade appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts.	Students should be able to adequately determine, in texts of moderate-to-high complexity , the intended meaning of common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts.	Students should be able to thoroughly determine, in texts of unusually high complexity , the intended or precise meaning of most common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts.

[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., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.			
STANDARDS	5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
EVIDENCE STATEMENTS	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>		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to minimally use, with significant support (e.g., explicit directions, step-by-step support), supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of low complexity.	Students should be able to partially use supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.	Students should be able to use adequate supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate-to-high complexity.	Students should be able to use thorough and insightful supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of unusually high complexity.
OSAS Sample Items: Reasoning and Evidence			

ANALYSIS WITHIN AND ACROSS TEXTS			
Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.			
STANDARDS	5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
EVIDENCE STATEMENTS	1. <i>The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) within a text.</i> 2. <i>The student will determine how information reveals author's point of view within a text.</i> 3. <i>The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) across two texts.</i> 4. <i>The student will determine how information reveals author's point of view across two texts.</i>		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to, with significant support (e.g., explicit directions, step-by-step support), minimally use evidence to compare how information (events, people, ideas, topic) is presented in texts of low complexity .	Students should be able to, with minimal support (e.g., directive feedback), partially use evidence to analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate complexity .	Students should be able to adequately analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate-to-high complexity .	Students should be able to thoroughly analyze or compare how information (events, people, ideas, topic) is presented within or across texts of unusually high complexity .
OSAS Sample Items: Analysis Within and Across Texts			

TEXT STRUCTURE AND FEATURES	
Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	
STANDARDS	<p>5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
EVIDENCE STATEMENTS	<p>1. <i>The student will determine how the overall structure of a text impacts its meaning.</i></p> <p>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></p>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to relate, with significant support (e.g., explicit directions, step-by-step support), knowledge of text structures to identify information across texts of low complexity .	Students should be able to partially relate, with minimal support (e.g., directive feedback), knowledge of text structures to compare or make obvious connections using information across texts of moderate complexity .	Students should be able to adequately relate knowledge of text structures to effectively compare or connect information across texts of moderate-to-high complexity .	Students should be able to thoroughly relate knowledge of text structures to make advanced comparisons or insightful connections using information across texts of unusually high complexity .
OSAS Sample Items: Text Structures and Features			

LANGUAGE USE			
Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.			
STANDARDS	5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5.L.5a - Interpret figurative language, including similes and metaphors, in context. 5.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 and analyze its impact on meaning. 3. 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 identify, with significant support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.	Students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.	Students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.	Students should be able to thoroughly interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of unusually high complexity.
OSAS Sample Items: Language Use			