

## Grade 5 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  |
|---|--|---|--|
| <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: 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 theme or central idea from details in the text, or summarize the text. | Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), 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., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification / explanation. | Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts. | Analyze text structures to explain information within the text. | Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context. |

**Oregon English Language Arts and Literacy Standards**

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

|                                   |   |  |   |   |  |   |
|-----------------------------------|---|--|---|---|--|---|
| <i>Primary focus is on 5.RL.1</i> | <b>5.RL.2</b> - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | <b>5.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.<br><b>5.L.4</b> - 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.<br><b>5.L.4a</b> - Use context as a clue to the meaning of a word or phrase.<br><b>5.L.4b</b> - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.<br><b>5.L.4c</b> - 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.<br><b>5.L.5c</b> - Use the relationship between particular words to better understand each of the words. | <b>5.RL.3</b> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.<br><b>5.RL.6</b> - Describe how a narrator's or speaker's point of view influences how events are described.<br><b>5.RL.9</b> - Compare and contrast stories in the same genre on their approaches to similar themes and topics. | <b>5.RL.3</b> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.<br><b>5.RL.6</b> - Describe how a narrator's or speaker's point of view influences how events are described. | <b>5.RL.5</b> - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | <b>5.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.<br><b>5.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><b>5.L.5a</b> - Interpret figurative language, including similes and metaphors, in context.<br><b>5.L.5b</b> - Recognize and explain the meaning of common idioms, adages, and proverbs. |
|-----------------------------------|---|--|---|---|--|---|

**5.RL.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |   |   |
| 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 minimally identify details and information to support answers regarding or inferences <b>in texts of low complexity.</b> | Students should be able to partially identify some details and information from the text to support answers regarding or inferences made <b>in texts of moderate complexity.</b> | Students should be able to adequately identify explicit details and implicit information to support answers regarding or inferences <b>in texts of moderate-to-high complexity.</b> | Students should be able to thoroughly identify explicit details and implicit information to support answers regarding or inferences <b>in texts of unusually high complexity.</b> |
| <a href="#">OSAS Sample Items: Key Details</a>  |  |   |   |

| 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   | 5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br>5.RL.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |  |  |
| EVIDENCE STATEMENTS   | 1. <i>The student will determine a theme or central idea/main idea of a text using supporting evidence.</i>  |  |  |
| ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)  |  |  |  |
| Not Yet Meeting   | Nearly Meeting   | Meeting  | Exceeding  |
| Students should be able to minimally identify or summarize central ideas/key events <b>in texts of low complexity.</b>  | Students should be able to partially identify or summarize central ideas/key events <b>in texts of moderate complexity.</b>  | Students should be able to adequately identify or summarize central ideas/key events <b>in texts of moderate-to-high complexity.</b> | Students should be able to thoroughly summarize central ideas/key events <b>in texts of unusually high complexity.</b> |
| <a href="#">OSAS Sample Items: Central Ideas</a>  |  |  |  |

## 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.**

|                            |  |
|----------------------------|--|
| <b>STANDARDS</b>           | <p><b>5.RL.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>5.L.4</b> - 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><b>5.L.4a</b> - Use context as a clue to the meaning of a word or phrase.</p> <p><b>5.L.4b</b> - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p><b>5.L.4c</b> - 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><b>5.L.5c</b> - Use the relationship between particular words to better understand each of the words.</p> |
| <b>EVIDENCE STATEMENTS</b> | <ol style="list-style-type: none"> <li><i>The student will determine the meaning of a word or phrase based on its context in a literary text.</i></li> <li><i>The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</i></li> <li><i>The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.</i></li> <li><i>The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.</i></li> </ol>   |

### ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

| Not Yet Meeting  | Nearly Meeting   | Meeting  | Exceeding  |
|--|--|--|--|
| Students should be able to minimally determine the intended meaning of a few common grade appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) <b>in texts of low complexity.</b> | Students should be able to partially determine the intended meaning of some common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) <b>in texts of moderate complexity.</b> | Students should be able to adequately determine the intended or precise meaning of most common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) <b>in texts of moderate-to-high complexity.</b> | Students should be able to thoroughly determine the intended or precise meaning of an extensive range of words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) <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., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification / explanation.  |  |  |   |
| STANDARDS  | 5.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  |  |   |
|  | 5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.  |  |   |
|  | 5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described.   |  |   |
|  | 5.RL.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.  |  |   |
| EVIDENCE STATEMENTS  | 1. <i>The student will make an inference about a literary text or texts and identify details 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., within highlighted text or a shorter passage), supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) <b>in texts of low complexity.</b> | Students should be able to use, with minimal support (e.g. directive or general feedback), some supporting evidence to partially justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) <b>in texts of moderate complexity.</b> | Students should be able to adequately use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) <b>in texts of moderate-to-high complexity.</b> | Students should be able to use thorough and insightful supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) <b>in texts of unusually high complexity.</b> |
| <a href="#">OSAS Sample Items: Reasoning and Evidence</a>  |  |  |   |

| ANALYSIS WITHIN AND ACROSS TEXTS   |  |
|--|--|
| Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts. |  |
| STANDARDS  | <p><b>5.RL.1</b> - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RL.3</b> - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p><b>5.RL.6</b> - Describe how a narrator's or speaker's point of view influences how events are described.</p> |

|   |  |   |   |   |
|---|--|---|---|---|
| EVIDENCE STATEMENTS   | <ol style="list-style-type: none"><li>1. <i>The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text.</i></li><li>2. <i>The student will describe the development of the narrator or speakers’ point of view within one text.</i></li><li>3. <i>The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts.</i></li><li>4. <i>The student will describe the narrator or speakers’ point of view across different texts.</i></li></ol> |   |   |   |
|   | ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)   |   |   |   |
|   | Not Yet Meeting  | Nearly Meeting  | Meeting   | Exceeding   |
|   | Students should be able to compare, with significant support (e.g., within highlighted text or a shorter passage), how information is presented <b>within texts of low complexity</b> , showing relationships among the targeted aspects (the influence of point of view, genre specific features, theme, topic, plot/events).   | Students should be able to compare, with minimal support (e.g., within highlighted text or a shorter passage), how information is presented <b>within or across texts of moderate complexity</b> , showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events). | Students should be able to adequately analyze or compare how information is presented <b>within or across texts of moderate-to-high complexity</b> , showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events). | Students should be able to provide an in-depth analysis or comparison of how information is presented <b>within or across texts of unusually high complexity</b> , showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events). |
| <a href="#">OSAS Sample Items: Analysis Within and Across Texts</a> |  |   |   |   |

|  |  |
|--|--|
| <b>TEXT STRUCTURE AND FEATURES</b>                                     |  |
| <b>Analyze text structures to explain information within the text.</b> |  |
| <b>STANDARDS</b>   | <p><b>5.RL.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RL.5</b> - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>         |
| <b>EVIDENCE STATEMENTS</b>   | <ol style="list-style-type: none"> <li><i>The student will determine how the overall structure of a text impacts its meaning.</i></li> <li><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> |

| ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)  |  |   |  |
|---|--|---|--|
| Not Yet Meeting   | Nearly Meeting   | Meeting   | Exceeding  |
| Students should be able to provide, with significant support (e.g., within highlighted text or a shorter passage), a minimal analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) <b>in texts of low complexity</b> and analyze the impact of those choices on meaning or presentation. | Students should be able to provide, with minimal support (e.g., within highlighted text or a shorter passage), a partial analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) <b>in texts of moderate complexity</b> and analyze the impact of those choices on meaning or presentation. | Students should be able to provide an adequate and relevant analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) <b>in texts of moderate-to-high complexity</b> and analyze the impact of those choices on meaning or presentation. | Students should be able to provide thorough and insightful analyses of text structures, genre-specific features, or formats (visual/graphic/auditory effects) <b>in texts of unusually high complexity</b> and analyze the impact of those choices on meaning or presentation. |
| <a href="#"><u>OSAS Sample Items: Text Structures and Features</u></a>  |  |   |  |

| LANGUAGE USE  |   |
|---|---|
| Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context. |   |
| <b>STANDARDS</b>  | <p><b>5.RL.1</b> - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>5.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>5.L.5a</b> - Interpret figurative language, including similes and metaphors, in context.</p> <p><b>5.L.5b</b> - Recognize and explain the meaning of common idioms, adages, and proverbs.</p> |
| <b>EVIDENCE STATEMENTS</b>  | <ol style="list-style-type: none"> <li><i>The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</i></li> <li><i>The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.</i></li> <li><i>The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning.</i></li> <li><i>The student will analyze the impact of word choice on reader interpretation of meaning.</i></li> </ol>  |

| ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)  |   |   |   |
|---|---|---|---|
| Not Yet Meeting   | Nearly Meeting  | Meeting   | Exceeding   |
| Students should be able to correctly identify, with significant support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used <b>in context in texts of low complexity</b> . | Students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used <b>in context in texts of moderate complexity</b> . | Students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used <b>in context in texts of moderate-to-high complexity</b> . | Students should be able to thoroughly identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context <b>in texts of unusually high complexity</b> , as well as interpret their impact on reader interpretation. |
| <a href="#">OSAS Sample Items: Language Use</a>   |   |   |   |