

Grade 6 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.	Determine a central idea and the key details that support it or provide a summary of the text distinct from personal opinions or judgement.	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., connotations, denotations), 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., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.

Oregon English Language Arts and Literacy Standards

6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

<i>Primary focus is on 6.RI.1</i>	<p>6.RI.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>6.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>6.L.4c – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6.L.4d – Verify the preliminary determination of the meaning of a word or phrase.</p> <p>6.L.5b - Use the relationship between particular words to better understand each of the words.</p> <p>6.L.5c - Distinguish among the connotations of words with similar denotations.</p> <p>6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.9 - Compare and contrast one author’s presentation of events with that of another.</p>	<p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.RI.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.L.5a - Interpret figures of speech in context.</p>
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6.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 6–8 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	6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
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>

ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to identify textual evidence that minimally supports an idea drawn about texts of low complexity .	Students should be able to cite relevant textual evidence to partially support an inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate complexity .	Students should be able to cite sufficient and relevant textual evidence that adequately supports an inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate-to-high complexity .	Students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity .

[OSAS Sample Items: Key Details](#)

CENTRAL IDEAS

Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.

STANDARDS	6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RI.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EVIDENCE STATEMENTS	1. <i>The student will determine a central idea in a text using supporting evidence.</i> 2. <i>The student will summarize key events or details in a text using supporting evidence.</i>

ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.	Students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.

[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., connotations, denotations), 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>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>6.L.4c – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6.L.4d – Verify the preliminary determination of the meaning of a word or phrase.</p> <p>6.L.5b - Use the relationship between particular words to better understand each of the words.</p> <p>6.L.5c - Distinguish among the connotations of words with similar denotations.</p> <p>6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> 1. <i>The student will determine the meaning of a word or phrase based on its context in an informational text.</i> 2. <i>The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.</i> 3. <i>The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.</i> 4. <i>The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.</i>

ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, 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., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

STANDARDS	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.9 - Compare and contrast one author’s presentation of events with that of another.</p>
EVIDENCE STATEMENTS	<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 evidence to minimally justify interpretations of information presented or how information is integrated (authors’ reasoning; interactions between events, concepts, or ideas) in texts of low complexity.	Students should be able to use evidence to partially justify interpretations of information presented or how information is integrated (authors’ reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.	Students should be able to use supporting evidence to adequately justify interpretations or analyses of information presented or how information is integrated (point of view; interactions among events, concepts, people, or ideas; authors’ reasoning and evidence) in texts of moderate-to-high complexity.	Students should be able to use supporting evidence to thoroughly justify interpretations of information presented or how information is integrated (authors’ reasoning; interactions between events, concepts, or ideas), in texts of unusually high complexity.

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

ANALYSIS WITHIN AND ACROSS TEXTS

Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.

STANDARDS	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p>
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EVIDENCE STATEMENTS	<ol style="list-style-type: none"> 1. The student will analyze how information is presented (e.g. individuals, events, or ideas) within a text. 2. The student will determine how information reveals the author’s point of view or purpose within a text. 3. The student will analyze how information is presented (e.g. individuals, events, or ideas) across two texts. 4. The student will determine how information reveals the author’s point of view or purpose across two texts. 		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify information (events, people, ideas, topics) or authors’ points of view in texts of low complexity.	Students should be able to provide partial evidence that they can compare how information (events, people, ideas, topics) is presented within or across texts of moderate complexity or how conflicting information across texts reveals authors’ points of view.	Students should be able to provide adequate evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of moderate-to-high complexity or how conflicting information reveals authors’ points of view.	Students should be able to provide thorough evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of unusually high complexity or how conflicting information across texts reveals authors’ points of view.
<u>OSAS Sample Items: Analysis Within and Across Texts</u>			

TEXT STRUCTURE AND FEATURES	
Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	
STANDARDS	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.RI.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> 1. <i>The student will determine how the overall structure of a text impacts its meaning.</i> 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>

ACHIEVMENT 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 shorter low complexity texts), minimal knowledge of text structures or genre-specific features to analyze or integrate information.	Students should be able to provide partial evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate complexity.	Students should be able to provide adequate evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate-to-high complexity.	Students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or genre-specific features to analyze or integrate information in texts of unusually high complexity.
OSAS Sample Items: Text Structures and Features			

LANGUAGE USE	
Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	
STANDARDS	<p>6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.</p> <p>6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.L.5a - Interpret figures of speech in context.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> <i>The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</i> <i>The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.</i> <i>The student will interpret the meaning of figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.</i> <i>The student will analyze the impact of word choice on reader interpretation of meaning.</i>
ACHIEVMENT LEVEL DESCRIPTORS (ALDs)	
Not Yet Meeting	Nearly Meeting
Students should be able to provide minimal evidence that they can interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.	Students should be able to provide partial evidence that they can determine or interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.
Meeting	Exceeding
Students should be able to provide adequate evidence that they can determine or interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), 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 provide thorough evidence that they can evaluate or interpret the intent and impact of figurative language (e.g., hyperbole, personification, analogies), 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	