

## **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	In	tegration of Knowledge and Ideas	F	Range of Reading and Complexity
•	Read to determine what the text says and make logical inferences	•	Interpret words and phrases and how specific word choices shape	•	Integrate and evaluate content presented in diverse media and	•	Read and comprehend complex literary and informational texts
•	Determine central ideas or		meaning or tone		formats		independently and proficiently
	themes; summarize the key supporting details and ideas	•	Analyze how the structures of text relate to each other and the whole	•	Delineate and evaluate the argument and specific claims in a text: validity, relevance and	•	Read increasingly complex texts to gain adequate exposure to a range of texts and tasks
•	Analyze developments over the	•	Assess how point of view or		sufficiency		
	course of a text		purpose shapes the content and	•	Analyze how two or more texts		
			style of a text		address similar themes or topics		

**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)* 

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#### **Oregon Reading Content Category: Informational Text** Central **Analysis Within Text Structures Key Details Word Meanings Reasoning & Evidence** Language Use **/Across Texts** and Features Ideas Given an Determine a Determine intended meanings of words including Make an inference or draw a Analyze or Relate knowledge Interpret inference or central idea academic/tier 2 words, domain-specific (tier 3) conclusion about a text OR make compare how of text structures understanding of conclusion, and the key words, and words with multiple meanings, based inferences or draw conclusions information is (e.g. sentence, figurative language, details that on context, word relationships (e.g., connotations, word relationships, use explicit in order to compare texts (e.g., presented within paragraph) or details and denotations), word structure (e.g., common Greek how a key individual, event, or text features to nuances of words support it or or across texts implicit provide a or Latin roots, affixes), or use of reference idea is introduced, illustrated, (e.g. individuals, analyze or and phrases, or information summary of materials (e.g., dictionary) with primary focus on and elaborated in a text; events, or ideas) or integrate the figures of speech from the text the text determining meaning based on context and the author's point of view/purpose; how information impact of those (e.g., to support distinct from academic (tier 2) vocabulary common to complex use of media or formats; trace within or across choices on personification) the inference personal texts in all disciplines. and evaluate the argument and texts reveals used in context and meaning or or conclusion opinions or specific claims) and use author's point of presentation. the impact of those provided. judgement. supporting evidence as view or purpose. word choices on justification/explanation. meaning.

#### **Oregon English Language Arts and Literacy Standards**

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

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

**6.Rl.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 D	ETAILS	
Given an inference	e or conclusi	on, use explicit details and implicit infor	mation from the text to support the inf	erence or conclusion provided.
STANDARDS	<b>6.RI.1</b> - Ana	alyze what the text says explicitly as well	as inferentially; cite textual evidence to	support the analysis.
EVIDENCE STATEMENTS		ident will identify text evidence (explicit on the text.	details and/or implicit information) to sup	oport a GIVEN inference or conclusion
		ACHIEVEMENT LEVE	L DESCRIPTORS (ALDs)	
Not Yet Meetin	g	Nearly Meeting	Meeting	Exceeding
Students should be able to textual evidence that mini supports an idea drawn at of low complexity.	mally	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.

	CENTRAL IDEAS				
Determine a centra	l idea and t	he key details that support it, or provid	e a summary of the text distinct from po	ersonal opinions or judgement.	
STANDARDS	distinct from personal opinions or judgments.				
EVIDENCE STATEMENTS	1. The student will determine a central idea in a text using supporting evidence.				
		ACHIEVEMENT LEVE	L DESCRIPTORS (ALDs)		
Not Yet Meeting		Nearly Meeting	Meeting	Exceeding	
Students should be able to details to minimally summa central ideas, topics/subtop events, or procedures.	rize	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 Ite	ms: 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.

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	<b>6.RI.1</b> - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
	<b>6.RI.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	<b>6.L.4</b> - 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.
	6.L.4a - Use context as a clue to the meaning of a word or phrase.
STANDARDS	<b>6.L.4b</b> - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
STANDARDS	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.
	<b>6.L.4d</b> – Verify the preliminary determination of the meaning of a word or phrase.
	<b>6.L.5b</b> - Use the relationship between particular words to better understand each of the words.
	<b>6.L.5c</b> - Distinguish among the connotations of words with similar denotations.
	<b>6.L.6</b> - 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.
	1. The student will determine the meaning of a word or phrase based on its context in an informational text.
	2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an
EVIDENCE STATEMENTS	informational text.
EVIDENCE STATEMENTS	3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.
	4. 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.

## **ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide	Students should be able to provide	Students should be able to provide	Students should be able to provide
minimal evidence that they can	partial evidence that they can	adequate evidence that they can	thorough evidence that they can
identify connotative and denotative	determine connotative and	determine connotative and	determine connotative and
meanings of some academic and	denotative meanings of academic	denotative meanings academic and	denotative meanings of academic
domain-specific words/phrases and	and domain-specific words/phrases	domain-specific words/phrases and	and domain-specific words/phrases
words with multiple meanings, based	and words with multiple meanings,	words with multiple meanings, based	and words with multiple meanings,
on context-word relationships, word	based on context-word relationships,	on context-word relationships, word	based on context-word relationships,
structures, and differentiating	word structures, and differentiating	structures, and differentiating	word structures, and differentiating
vocabulary meanings, in texts of low	vocabulary meanings, in texts of	vocabulary meanings, in texts of	vocabulary meanings, in texts of
complexity.	moderate complexity.	moderate-to-high complexity.	unusually high complexity.
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**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

**STANDARDS** 

- **6.RI.1** Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.
- 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **6.RI.6** Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.
- **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.
- **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.
- **6.RI.9** Compare and contrast one author's presentation of events with that of another.

#### **EVIDENCE STATEMENTS**

1. The student will make an inference about an informational text or texts and identify evidence 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	Students should be able to use	Students should be able to use	Students should be able to use
evidence to minimally justify	evidence to partially justify	supporting evidence to adequately	supporting evidence to thoroughly
interpretations of information	interpretations of information	justify interpretations or analyses of	justify interpretations of information
presented or how information is	presented or how information is	information presented or how	presented or how information is
integrated (authors' reasoning;	integrated (authors' reasoning;	information is integrated (point of	integrated (authors' reasoning;
interactions between events,	interactions between events,	view; interactions among events,	interactions between events,
concepts, or ideas) in texts of low	concepts, or ideas) in texts of	concepts, people, or ideas; authors'	concepts, or ideas), in texts of
complexity.	moderate complexity.	reasoning and evidence) in texts of	unusually high complexity.
I		moderate-to-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.

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

- 6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **6.RI.6** Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.

#### **EVIDENCE STATEMENTS**

- 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)**

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Nearly Meeting	Meeting	Exceeding			
Students should be able to provide	Students should be able to provide	Students should be able to provide			
partial evidence that they can	adequate evidence that they can	thorough evidence that they can			
compare how information (events,	analyze or compare how information	analyze or compare how information			
people, ideas, topics) is presented	(events, people, ideas, topics) is	(events, people, ideas, topics) is			
within or across texts of moderate	presented within or across texts of	presented within or across texts of			
complexity or how conflicting	moderate-to-high complexity or how	unusually high complexity or how			
information across texts reveals	conflicting information reveals	conflicting information across texts			
authors' points of view.	authors' points of view.	reveals authors' points of view.			
	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	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 reveals  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			

**OSAS Sample Items: Analysis Within and Across Texts** 

#### **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

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

#### **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 provide,	Students should be able to provide	Students should be able to provide	Students should be able to provide		
with significant support (e.g., within	partial evidence that they can relate	adequate evidence that they can	thorough evidence that they can		
highlighted text or shorter low	knowledge of text structures or	relate knowledge of text structures	evaluate the effectiveness of text		
complexity texts), minimal	genre-specific features to analyze or	or genre-specific features to analyze	structures or genre-specific features		
knowledge of text structures or	integrate information in texts of	or integrate information in texts of	to analyze or integrate information in		
genre-specific features to analyze or	moderate complexity.	moderate-to-high complexity.	texts of unusually high complexity.		
integrate information.					
	OSAS Sample Items: Tex	t Structures and Features			

	LANGUAGE USE				
Interpret understanding	of figurati		es of words and phrases, or figures of s	peech (e.g., personification) used in	
	1	<u>'</u>	ose word choices on meaning.		
			ell as inferentially; cite textual evidence t	·	
STANDARDS			inguage, word relationships, and nuance	es in word meanings.	
		terpret figures of speech in context.			
			rative words and phrases used in contex	-	
		·	of a literary device in context and analyze	· · · · · · · · · · · · · · · · · · ·	
EVIDENCE STATEMENTS	3. The s	tudent will interpret the meaning of figu	res of speech (e.g., personification) used	in context and the impact of those	
	word choices on meaning.				
	4. The s	tudent will analyze the impact of word c	hoice on reader interpretation of meanir	ng.	
	ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)				
Not Yet Meeting		Nearly Meeting	Meeting	Exceeding	
Students should be able to p	orovide	Students should be able to provide	Students should be able to provide	Students should be able to provide	
minimal evidence that they	can	partial evidence that they can	adequate evidence that they can	thorough evidence that they can	
interpret intent of common	figurative	determine or interpret intent of	determine or interpret intent or	evaluate or interpret the intent and	
language (e.g., hyperbole,		common figurative language (e.g.,	impact of figurative language (e.g.,	impact of figurative language (e.g.,	
personification, analogies), (	use of	hyperbole, personification,	hyperbole, personification,	hyperbole, personification,	
literary devices, or connotat	ive	analogies), use of literary devices, or	analogies), use of literary devices, or	analogies), use of literary devices, or	
meanings of words and phra	ases used	connotative meanings of words and	connotative meanings of words and	connotative meanings of words and	
in context in texts of low co	mplexity.	phrases used in context in texts of	phrases used in context in texts of	phrases used in context in texts of	
		moderate complexity.	moderate-to-high complexity.	unusually high complexity.	
		OSAS Sample Ite	ms: Language Use		