# Grade 6 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><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><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><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><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. | Determine a theme or central idea from details in the text or provide a summary distinct from personal opinions or judgment. | Determine intended or precise 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., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation. | Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. | Analyze text structures and the impact of those choices on meaning or presentation. | Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone. |
| **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 on 6.RL.1* | **6.RL.2** - Determine a theme or 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. | **6.RL.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <br> **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. <br> **6.L.4a** - Use context as a clue to the meaning of a word or phrase. <br> **6.L.4b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. <br> **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. <br> **6.L.5b** - Use the relationship between particular words to better understand each of the words. <br> **6.L.5c** - Distinguish among the connotations of words with similar denotations. <br> **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. | **6.RL.3** - Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <br> **6.RL.6** - Explain how an author develops the point of view or perspective of the narrator or speaker in a text. <br> **6.RL.9** - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. | **6.RL.3** - Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <br> **6.RL.6** - Explain how an author develops the point of view or perspective of the narrator or speaker in a text. | **6.RL.5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | **6.RL.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <br> **6.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <br> **6.L.5a** - Interpret figures of speech in context. |
| **6.RL.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. |
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| EVIDENCE STATEMENTS | 1. *The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.* |

### ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
|---|---|---|---|
| Students should be able to locate, with significant support (e.g., directed to limited text), textual evidence that minimally supports conclusions drawn **from texts of low complexity.** | Students should be able to cite textual evidence that partially supports conclusions drawn **from texts of moderate complexity.** | Students should be able to cite specific, sufficient, and relevant textual evidence to adequately support conclusions drawn **from texts of moderate-to-high complexity.** | Students should be able to cite specific, relevant, and substantial textual evidence to support conclusions drawn **from texts of unusually high complexity.** |

**[OSAS Sample Items: Key Details](#)**

## CENTRAL IDEAS

**Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.**

| STANDARDS | 6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.<br>6.RL.2 - Determine a theme or 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. |
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| EVIDENCE STATEMENTS | 1. *The student will determine a theme or central idea of a text using supporting evidence.* |

### ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
|---|---|---|---|
| Students should be able to provide, with significant support **(i.e., texts of low complexity or a shorter passage)**, a limited summary of a few central ideas/key events. | Students should be able to provide, with some support **(i.e., texts of moderate complexity or a shorter passage)**, a brief summary of some central ideas/key events. | Students should be able to summarize central ideas, themes, and key events using relevant details **from texts of moderate-to-high complexity** to determine a theme or central idea and provide an objective summary. | Students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of **the texts of unusually high complexity**, including references to characterization and plot development. |

**[OSAS Sample Items: Central Ideas](#)**

## WORD MEANING

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

## 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 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-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., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.**

| STANDARDS | **6.RL.1 -** Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. <br> **6.RL.3 -** Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <br> **6.RL.6 -** Explain how an author develops the point of view or perspective of the narrator or speaker in a text. <br> **6.RL.9 -** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. |
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| EVIDENCE STATEMENTS | 1. *The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.* |

### ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
|---|---|---|---|
| Students should be able to use, with significant support (e.g., delimited text), **minimal evidence** (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot). | Students should be able to use **partial textual evidence** (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot). | Students should be able to use **adequate textual evidence** (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot). | Students should be able to use **thorough and varied textual evidence** (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot). |

**OSAS Sample Items: Reasoning and Evidence**

## ANALYSIS WITHIN AND ACROSS TEXTS

**Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.**

| STANDARDS | **6.RL.1** - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. <br> **6.RL.3** - Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <br> **6.RL.6** - Explain how an author develops the point of view or perspective of the narrator or speaker in a text. |
|---|---|

| EVIDENCE STATEMENTS | 1. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) within one text. |
| | 2. The student will explain the development of the narrator or speakers' point of view within one text. |
| | 3. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) across different texts. |
| | 4. The student will explain the development of the narrator or speakers' point of view across different texts. |

### ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
|---|---|---|---|
| Students should be able to use minimal textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented **within or across texts of low complexity**, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions). | Students should be able to use partial textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented **within or across texts of moderate complexity**, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions). | Students should be able to use adequate textual evidence to analyze how information is presented **within or across texts of moderate-to-high complexity**, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions). | Students should be able to use thorough and varied textual evidence to analyze how information is presented **within or across texts of unusually high complexity**, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions). |

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

### TEXT STRUCTURE AND FEATURES

**Analyze text structures and the impact of those choices on meaning or presentation.**

| STANDARDS | **6.RL.1** - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. |
| | **6.RL.5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| 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. |

## ACHIEVMENT 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 analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) **of text and the impact of those choices on meaning or presentation.** | Students should be able to provide partial evidence (e.g., within highlighted text or a shorter passage) that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) **of text and the impact of those choices on meaning or presentation.** | Students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) **from multiple sources of text and the impact of those choices on meaning or presentation.** | Students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) **from multiple sources of highly complex texts of unusually high complexity and the impact of those choices on meaning or presentation.** |

**OSAS Sample Items: Text Structures and Features**

## LANGUAGE USE

**Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.**

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|---|---|
| **STANDARDS** | **6.RL.1** - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.<br>**6.RL.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.<br>**6.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>**6.L.5a** - Interpret figures of speech in context. |
| **EVIDENCE STATEMENTS** | 1. *The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.*<br>2. *The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone in context.*<br>3. *The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone.*<br>4. *The student will analyze the impact of word choice on reader interpretation of meaning or tone.* |

| ACHIEVMENT 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 or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show minimal understanding of their impact on reader interpretation **in texts of low complexity.** | Students should be able to provide partial evidence (e.g., within highlighted text or a shorter passage) that they can identify or interpret some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show some understanding of their impact on reader interpretation **in texts of moderate complexity,** | Students should be able to provide adequate evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation **in texts of moderate-to-high complexity.** | Students should be able to provide thorough evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation **in texts of unusually high complexity.** |
| [OSAS Sample Items: Language Use](#) | | | |