

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	In	tegration of Knowledge and Ideas	ı	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 sufficiency	•	Read increasingly complex texts to gain adequate exposure to a range of texts and tasks
	Analyze developments over the course of a text	•	Assess how point of view or purpose shapes the content and style of a text	•	Analyze how two or more texts 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)*

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	Determine a	Determine intended or precise meanings of	Make an inference or draw a	Describe and	Analyze text	Interpret and		
inference or	theme or	words, including academic/tier 2 words,	conclusion about a text OR make	explain	structures and	analyze figurative		
conclusion,	central idea	domain-specific (tier 3) words, and words with	inferences or draw conclusions	relationships	the impact of	language use (e.g.,		
use explicit	from details in	multiple meanings, based on context, word	in order to compare texts (e.g.,	among literary	those choices on	figurative,		
details and	the text or	relationships (e.g., connotations, denotations),	character development, plot,	elements (e.g.,	meaning or	connotative		
implicit	provide a	word structure (e.g., common Greek or Latin	point of view, themes, topics)	plot, character,	presentation.	meanings) or		
information	summary	roots, affixes), or use of reference materials	and use supporting evidence as	resolution) within		demonstrate		
from the text	distinct from	(e.g., dictionary) with primary focus on	justification/explanation.	or across texts or		understanding of		
to support	personal	determining meaning based on context and the		explain how the		nuances in word		
the inference	opinions or	academic (tier 2) vocabulary common to		author develops		meanings used in		
or conclusion	judgment.	complex texts in all disciplines.		the narrator or		context and the		
provided.				speakers' point of		impact of those		
				view within or		word choices on		
				across texts.	_	meaning and tone.		
		Oregon English Lan	guage Arts and Literacy Standa	ırds				

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

Primary focus	6.RL.2 -	6.RL.4 - Determine the meaning of words and phrases	6.RL.3 - Describe how a particular	6.RL.3 - Describe how	6.RL.5 - Analyze how	6.RL.4 - Determine the
is on 6.RL.1	Determine a	as they are used in a text, including figurative,	literary text's plot unfolds in a series	a particular literary	a particular	meaning of words and
	theme or central	connotative, and technical meanings.	of episodes as well as how the	text's plot unfolds in a	sentence, chapter,	phrases as they are
	idea of a text	6.L.4 - Determine or clarify the meaning of unknown	characters respond or change as the	series of episodes as	scene, or stanza fits	used in a text,
	and how it is	and multiple-meaning words and phrases based on	plot moves toward a resolution.	well as how the	into the overall	including figurative,
	conveyed	grade 6 reading and content, choosing flexibly from a	6.RL.6 - Explain how an author	characters respond or	structure of a text	connotative, and
	through	range of strategies.	develops the point of view or	change as the plot	and contributes to	technical meanings.
	particular	6.L.4a - Use context as a clue to the meaning of a	perspective of the narrator or	moves toward a	the development of	6.L.5 - Demonstrate
	details; provide	word or phrase.	speaker in a text.	resolution.	the theme, setting,	understanding of
	a summary of	6.L.4b - Use common, grade-appropriate Greek or	6.RL.9 - Compare and contrast texts	6.RL.6 - Explain how	or plot.	figurative language,
	the text distinct	Latin affixes and roots as clues to the meaning of a	in different forms or genres in terms	an author develops		word relationships,
	from personal	word.	of their approaches to similar themes	the point of view or		and nuances in word
	opinions or	6.L.4c – Consult dictionaries, glossaries, thesauruses,	and topics.	perspective of the		meanings.
	judgments.	and other reference materials, both print and digital,		narrator or speaker in		6.L.5a - Interpret
		to find the pronunciation of a word or determine or		a text.		figures of speech in
		clarify its precise meaning or its part of speech.				context.
		6.L.5b - Use the relationship between particular words				
		to better understand each of the words.				
		6.L.5c - Distinguish among the connotations of words				
		with similar denotations.				
		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.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	e or conclusi	on, use explicit details and implicit inf	ormation from the text to support the i	nference or conclusion provided.		
STANDARDS	6.RL.1 - An	alyze what the text says explicitly as we	ell as inferentially; cite textual evidence	to support the analysis.		
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.					
	ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)					
Not Yet Meetin	g	Nearly Meeting	Meeting	Exceeding		
Students should be able to with significant support (e directed to limited text), to evidence that minimally su conclusions drawn from to complexity.	.g., extual upports	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	tems: Key Details			

	CENTRAL IDEAS							
Determine a	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. 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.							
EVIDENCE STATEMENTS	VIDENCE STATEMENTS 1. The student will determine a theme or central idea of a text using supporting evidence.							
	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	Students should be able to				
with significant support (i.e	., texts of	with some support (i.e., texts of	summarize central ideas, themes,	thoroughly summarize central ideas,				
low complexity or a shorte	r	moderate complexity or a shorter	and key events using relevant details	themes, and key events using				
passage), a limited summar	ry of a few	passage), a brief summary of some	from texts of moderate-to-high	appropriate and significant details				
central ideas/key events.		central ideas/key events.	complexity to determine a theme or	from the text and provide an				
			central idea and provide an objective	objective summary of the texts of				
			summary.	unusually high complexity, including				
				references to characterization and				
				plot development.				
		OSAS Sample Ite	ems: 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.

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

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
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 of academic	denotative meanings of academic
domain-specific words/phrases and	and domain-specific words/phrases	and domain-specific words/phrases	and domain-specific words/phrases
words with multiple meanings, based	and words with multiple meanings,	and words with multiple meanings,	and words with multiple meanings,
on context-word relationships, word	based on context-word relationships,	based on context-word relationships,	based on context-word relationships,
structures, and differentiating	word structures, and differentiating	word 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.

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.							
	6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.						
	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						
CTAND ADDS							
STANDARDS	change as the plot moves toward a resolution.						
	6.RL.6 - Explain how an author develops the point of view or perspective of the narrator or speaker in a text.						
	6.RL.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.						
EVALUE CTATERACNITS	1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that						
EVIDENCE STATEMENTS	inference.						

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs) Exceeding Nearly Meeting Not Yet Meeting Meeting Students should be able to use Students should be able to use, with Students should be able to use Students should be able to use significant support (e.g., delimited partial textual evidence (e.g., quotes, adequate textual evidence (e.g., thorough and varied textual text), minimal evidence (e.g., quotes, examples, details) to justify analyses quotes, examples, details) to justify evidence (e.g., quotes, examples, examples, details) to justify analyses or judgments made about intended analyses or judgments made about details) to justify analyses or or judgments made about intended effects (techniques used to advance intended effects (techniques used to judgments made about intended effects (techniques used to advance action or create an effect; points of advance action or create an effect; effects (techniques used to advance action or create an effect; points of view; development of theme, points of view; development of action or create an effect; points of view; development of theme, character, setting, plot). theme, character, setting, plot). view; development of theme, character, setting, plot). 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. 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. 6.RL.6 - Explain how an author develops the point of view or perspective of the narrator or speaker in a text. 							

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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.

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use	Students should be able to use partial	Students should be able to use	Students should be able to use
minimal textual evidence (e.g., within	textual evidence (e.g., within	adequate textual evidence to analyze	thorough and varied textual evidence
highlighted text or a shorter passage)	highlighted text or a shorter passage)	how information is presented within	to analyze how information is
to analyze how information is	to analyze how information is	or across texts of moderate-to-high	presented within or across texts of
presented within or across texts of	presented within or across texts of	complexity, showing relationships	unusually high complexity, showing
low complexity, showing	moderate complexity, showing	among the targeted aspects (the	relationships among the targeted
relationships among the targeted	relationships among the targeted	influence of differing points of view,	aspects (the influence of differing
aspects (the influence of differing	aspects (the influence of differing	various formats/media, use of	points of view, various
points of view, various	points of view, various	differing versions).	formats/media, use of differing
formats/media, use of differing	formats/media, use of differing		versions).
versions).	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	 The student will determine how the overall structure of a text impacts its meaning. 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			
minimal evidence (e.g., within	partial evidence (e.g., within	adequate evidence that they can	thorough evidence that they can			
highlighted text or a shorter passage)	highlighted text or a shorter passage)	analyze text structures, genre-specific	analyze text structures, genre-specific			
that they can analyze text structures,	that they can analyze text structures,	features, or formats	features, or formats			
genre-specific features, or formats	genre-specific features, or formats	(visual/graphic/auditory effects) from	(visual/graphic/auditory effects) from			
(visual/graphic/auditory effects) of	(visual/graphic/auditory effects) of	multiple sources of text and the	multiple sources of highly complex			
text and the impact of those choices	text and the impact of those choices	impact of those choices on meaning	texts of unusually high complexity			
on meaning or presentation.	on meaning or presentation.	or presentation.	and the impact of those choices on			
			meaning or presentation.			
	OSAS Sample Items: Text	t 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.					
STANDARDS	 6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis. 6.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.L.5a - Interpret figures of speech in context. 				
EVIDENCE STATEMENTS	 The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone in context. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. The student will analyze the impact of word choice on reader interpretation of meaning or tone. 				

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)				
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding	
Students should be able to	Students should be able to	Students should be able to	Students should be able to provide thorough	
provide minimal evidence (e.g.,	provide partial evidence (e.g.,	provide adequate evidence that	evidence that they can identify and interpret	
within highlighted text or a	within highlighted text or a	they can identify and interpret	figurative language (e.g., metaphors, similes,	
shorter passage) that they can	shorter passage) that they can	figurative language (e.g.,	idioms), literary devices, or connotative meanings	
identify or interpret figurative	identify or interpret some	metaphors, similes, idioms),	of words and phrases used in context and their	
language (e.g., metaphors,	figurative language (e.g.,	literary devices, or connotative	impact on reader interpretation in texts of	
similes, idioms), literary devices,	metaphors, similes, idioms),	meanings of words and phrases	unusually high complexity.	
or connotative meanings of	literary devices, or connotative	used in context and their impact		
words and phrases used in	meanings of words and phrases	on reader interpretation in texts		
context, and show minimal	used in context, and show some	of moderate-to-high complexity.		
understanding of their impact on	understanding of their impact on			
reader interpretation in texts of	reader interpretation in texts of			
low complexity.	moderate complexity,			
OSAS Sample Items: Language Use				