

## Grade 7 Reading Literary Text: Learning Progression Evidence and ALDs

This document serves as a guide in understanding the main Oregon English Language Arts (ELA) learning targets. Educators can use this document as a tool for bundling multiple reading literary (RL) standards into learning targets in alignment to Oregon’s summative test. Throughout the document each learning target will include specific standards, evidence statements, and Achievement Level Descriptor (ALD) Progressions.

**READING STANDARDS:** Students can read closely and analytically to comprehend a range of increasingly complex literary texts. The reading standards define what students should understand and be able to do by the end of each grade.

- While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

| Key Ideas and Details   | Craft and Structure  | Integration of Knowledge and Ideas  | Range of Reading and Complexity  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Read to determine what the text says and make logical inferences</li> <li>• Determine central ideas or themes; summarize the key supporting details and ideas</li> <li>• Analyze developments over the course of a text</li> </ul> | <ul style="list-style-type: none"> <li>• Interpret words and phrases and how specific word choices shape meaning or tone</li> <li>• Analyze how the structures of text relate to each other and the whole</li> <li>• Assess how point of view or purpose shapes the content and style of a text</li> </ul> | <ul style="list-style-type: none"> <li>• Integrate and evaluate content presented in diverse media and formats</li> <li>• Delineate and evaluate the argument and specific claims in a text: validity, relevance and sufficiency</li> <li>• Analyze how two or more texts address similar themes or topics</li> </ul> | <ul style="list-style-type: none"> <li>• Read and comprehend complex literary and informational texts independently and proficiently</li> <li>• Read increasingly complex texts to gain adequate exposure to a range of texts and tasks</li> </ul> |

**LEARNING TARGETS:** Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

**EVIDENCE STATEMENTS:** Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

**ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS:** Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

**TEXT COMPLEXITY:** Text complexity is a combination of quantitative, reader and task, and qualitative considerations. Beyond the use of lexile levels, educators should consider the following qualitative components: (1) Structure, (2) Language Conventuality 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 evidence in the text or provide an objective summary of the text. | 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., synonyms, antonyms, analogy, 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, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/ explanation. | Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' 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**

**7.RL.1** - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

|                                   |   |   |  |  |   |   |
|-----------------------------------|---|---|--|--|---|---|
| <i>Primary focus is on 7.RL.1</i> | <b>7.RL.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text. | <p><b>7.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>7.L.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p><b>7.L.4a</b> - Use context as a clue to the meaning of a word or phrase.</p> <p><b>7.L.4b</b> - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p><b>7.L.4c</b> - Consult dictionaries, glossaries, thesauruses, as well as other general and specialized 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><b>7.L.5b</b> - Use the relationship between particular words to better understand each of the words.</p> <p><b>7.L.5c</b> - Distinguish among the connotations of words with similar denotations.</p> <p><b>7.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.</p> | <p><b>7.RL.3</b> - Analyze how particular elements of a literary text interact.</p> <p><b>7.RL.6</b> - Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.</p> <p><b>7.RL.9</b> - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> | <p><b>7.RL.3</b> - Analyze how particular elements of a literary text interact.</p> <p><b>7.RL.6</b> - Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.</p> | <b>7.RL.5</b> - Analyze how a drama's or poem's form or structure contributes to its meaning. | <p><b>7.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>7.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>7.L.5a</b> - Interpret figures of speech in context.</p> |
|-----------------------------------|---|---|--|--|---|---|

**7.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.**

|                            |  |
|----------------------------|--|
| <b>STANDARDS</b>           | <b>7.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.               |
| <b>EVIDENCE STATEMENTS</b> | 1. <i>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</i> |

### ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

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

[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.**

|                            |   |
|----------------------------|---|
| <b>STANDARDS</b>           | <b>7.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.<br><b>7.RL.2</b> - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text. |
| <b>EVIDENCE STATEMENTS</b> | 1. <i>The student will determine a theme or central idea of a text using supporting evidence.</i>   |

| ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)  |  |   |  |
|---|--|---|--|
| Not Yet Meeting   | Nearly Meeting   | Meeting   | Exceeding  |
| Students should be able to retell a basic sequence of events with minimal detail from the text. | Students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details from the text. | Students should be able to adequately summarize central ideas, themes, and key events using relevant details from the text 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 text, including references to characterization and plot development. |
| <a href="#">OSAS Sample Items: Central Ideas</a>  |  |   |  |

| WORD MEANING  |   |
|---|---|
| <p><b>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.</b></p> |   |
| <b>STANDARDS</b>  | <p><b>7.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.</p> <p><b>7.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>7.L.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p><b>7.L.4a</b> - Use context as a clue to the meaning of a word or phrase.</p> <p><b>7.L.4b</b> - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p><b>7.L.4c</b> – Consult dictionaries, glossaries, thesauruses, as well as other general and specialized 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><b>7.L.5b</b> - Use the relationship between particular words to better understand each of the words.</p> <p><b>7.L.5c</b> - Distinguish among the connotations of words with similar denotations.</p> <p><b>7.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.</p> |

|  |  |  |  |
|--|--|--|--|
| <b>EVIDENCE STATEMENTS</b>   | <ol style="list-style-type: none"> <li><i>The student will determine the meaning of a word or phrase based on its context in a literary text.</i></li> <li><i>The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</i></li> <li><i>The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.</i></li> <li><i>The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.</i></li> </ol> |  |  |
| <b>ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)</b>  |  |  |  |
| <b>Not Yet Meeting</b>   | <b>Nearly Meeting</b>  | <b>Meeting</b>   | <b>Exceeding</b>   |
| 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, <b>in texts of low complexity.</b> | 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, <b>in texts of moderate complexity.</b>  | 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, <b>in texts of moderate-to-high complexity.</b> | 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, <b>in texts of unusually high complexity.</b> |
| <a href="#"><u>OSAS Sample Items: Word Meaning</u></a>   |  |  |  |

|  |  |
|--|--|
| <b>REASONING AND EVIDENCE</b>  |  |
| <b>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.</b> |  |
| <b>STANDARDS</b>   | <p><b>7.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.</p> <p><b>7.RL.3</b> - Analyze how particular elements of a literary text interact.</p> <p><b>7.RL.6</b> - Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.</p> <p><b>7.RL.9</b> - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> |
| <b>EVIDENCE STATEMENTS</b>   | <ol style="list-style-type: none"> <li><i>The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.</i></li> </ol>  |

| ACHIEVMENT LEVEL DESCRIPTORS (ALDs)  |  |   |  |
|--|--|---|--|
| Not Yet Meeting  | Nearly Meeting   | Meeting   | Exceeding  |
| Students should be able to use, with significant support (e.g., delimited text), <b>minimal evidence</b> (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 <b>partial textual evidence</b> (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 <b>adequate textual evidence</b> (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 <b>thorough and varied textual evidence</b> (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). |
| <a href="#">OSAS Sample Items: Reasoning and Evidence</a>  |  |   |  |

| ANALYSIS WITHIN AND ACROSS TEXTS  |  |
|---|--|
| <b>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.</b> |  |
| <b>STANDARDS</b>  | <p><b>7.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.</p> <p><b>7.RL.3</b> - Analyze how particular elements of a literary text interact.</p> <p><b>7.RL.6</b> - Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.</p>   |
| <b>EVIDENCE STATEMENTS</b>  | <ol style="list-style-type: none"> <li>1. <i>The student will analyze the relationships among literary elements (e.g., setting, characters, plot) within one text.</i></li> <li>2. <i>The student will analyze the development of the narrator or characters' point of view within one text.</i></li> <li>3. <i>The student will analyze the relationships among literary elements (e.g., setting, characters, plot) across different texts.</i></li> <li>4. <i>The student will analyze the development of the narrator or characters' point of view across different texts.</i></li> </ol> |

| 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 <b>within or across texts of low complexity</b> , 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 <b>within or across texts of moderate complexity</b> , 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 <b>within or across texts of moderate-to-high complexity</b> , 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 <b>within or across texts of unusually high complexity</b> , showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions). |
| <a href="#">OSAS Sample Items: Analysis Within and Across Texts</a>  |   |   |  |

| TEXT STRUCTURE AND FEATURES  |  |  |   |
|--|--|--|---|
| Analyze text structures and the impact of those choices on meaning or presentation.  |  |  |   |
| <b>STANDARDS</b>   | <p><b>7.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.</p> <p><b>7.RL.5</b> - Analyze how a drama's or poem's form or structure contributes to its meaning.</p>   |  |   |
| <b>EVIDENCE STATEMENTS</b>   | <ol style="list-style-type: none"> <li><i>The student will determine how the overall structure of a text impacts its meaning.</i></li> <li><i>The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.</i></li> </ol> |  |   |
| 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) <b>of text and the impact of those choices on meaning or presentation.</b> | 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) <b>of text and the impact of those choices on meaning or presentation.</b>                       | Students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) <b>from multiple sources of text and the impact of those choices on meaning or presentation.</b> | Students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) <b>from multiple sources of highly complex texts of unusually high complexity and the impact of those choices on meaning or presentation.</b> |
| <a href="#">OSAS Sample Items: Text Structures and Features</a>  |  |  |   |

## 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.**

| <b>STANDARDS</b>  | <p><b>7.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.</p> <p><b>7.RL.4</b> - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>7.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>7.L.5a</b> - Interpret figures of speech in context.</p> |   |  |
|---|---|---|--|
| <b>EVIDENCE STATEMENTS</b>  | <ol style="list-style-type: none"> <li>1. <i>The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.</i></li> <li>2. <i>The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone.</i></li> <li>3. <i>The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone.</i></li> <li>4. <i>The student will analyze the impact of word choice on reader interpretation of meaning or tone.</i></li> </ol>                            |   |  |
| <b>ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)</b>   |   |   |  |
| <b>Not Yet Meeting</b>  | <b>Nearly Meeting</b>   | <b>Meeting</b>  | <b>Exceeding</b>   |
| Students should be able to provide minimal evidence that they can identify the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of <b>texts of low complexity</b> . | Students should be able to provide partial evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of <b>texts of moderate complexity</b> .  | Students should be able to provide adequate evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of <b>texts of moderate-to-high complexity</b> . | Students should be able to provide thorough evidence that they can evaluate or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of <b>texts of unusually high complexity</b> . |
| <a href="#"><u>OSAS Sample Items: Language Use</u></a>  |   |   |  |