

Grade 8 Reading Informational Text: Learning Progression Evidence and ALDs

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

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

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

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

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

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

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

TEXT COMPLEXITY: Text complexity is a combination of quantitative, reader and task, and qualitative considerations. Beyond the use of lexile levels, educators should consider the following qualitative components: (1) Structure, (2) Language Conventionalty and Clarity, Knowledge Demands, and Levels of Meaning and Purpose. [ODE Text Complexity, Vocabulary, & Writing \(Appendix A: Figure 2\)](#)

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Oregon Reading Content Category: Informational Text

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within /Across Texts	Text Structures and Features	Language Use
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Determine a central idea and the key details that support it or provide an objective summary of the text.	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., synonym, antonym, 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., interaction between individuals, events and ideas; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	Analyze or compare how information is presented within or across texts (e.g. interactions between individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.

Oregon English Language Arts and Literacy Standards

8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.

<i>Primary focus is on 8.RI.1</i>	8.RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.	<p>8.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>8.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>8.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>8.L.4c - Consult dictionaries, glossaries, thesauruses, and 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>8.L.4d - Verify the preliminary determination of the meaning of a word or phrase.</p> <p>8.L.5b - Use the relationship between particular words to better understand each of the words.</p> <p>8.L.5c - Distinguish among the connotations of words with similar denotations.</p> <p>8.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8.RI.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>8.RI.6 - Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.</p> <p>8.RI.7 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>8.RI.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>8.RI.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>8.RI.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>8.RI.6 - Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.</p>	<p>8.RI.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>8.RI.7 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>	<p>8.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>8.L.5a - Interpret figures of speech in context.</p>
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8.RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 6–8 text complexity band independently and proficiently.

KEY DETAILS

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

STANDARDS	8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
EVIDENCE STATEMENTS	1. <i>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</i>

ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

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

[OSAS Sample Items: Key Details](#)

CENTRAL IDEAS

Determine a central idea and the key details that support it, or provide an objective summary of the text.

STANDARDS	8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. 8.RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
EVIDENCE STATEMENTS	1. <i>The student will determine a central idea in a text using supporting evidence.</i> 2. <i>The student will summarize key events or details in a text using supporting evidence.</i>

ACHIEVMENT LEVEL DESCRIPTORS (ALDs)

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

[OSAS Sample Items: Central Ideas](#)

WORD MEANING

Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotation, denotation), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

STANDARDS

- 8.RI.1** - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
- 8.RI.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.L.4** - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - 8.L.4a** - Use context as a clue to the meaning of a word or phrase.
 - 8.L.4b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
 - 8.L.4c** - Consult dictionaries, glossaries, thesauruses, and 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.
 - 8.L.4d** - Verify the preliminary determination of the meaning of a word or phrase.
- 8.L.5b** - Use the relationship between particular words to better understand each of the words.
- 8.L.5c** - Distinguish among the connotations of words with similar denotations.
- 8.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 an informational text.*
2. *The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.*
3. *The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text.*
4. *The student will use connotation/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 minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Students should be able to 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., connections or distinctions between individuals, ideas, or events; author’s point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
STANDARDS	<p>8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.RI.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>8.RI.6 - Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.</p> <p>8.RI.7 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>8.RI.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>8.RI.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
EVIDENCE STATEMENTS	<p>1. <i>The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.</i></p>

ACHIEVMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.	Students should be able to demonstrate partial use of supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Students should be able to use relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Students should be able to use strong, supporting evidence to thoroughly justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.
<u>OSAS Sample Items: Reasoning and Evidence</u>			

ANALYSIS WITHIN AND ACROSS TEXTS	
Analyze or compare connections within or across texts (e.g., individuals, ideas, events), or how information within or across texts reveals author's point of view or purpose.	
STANDARDS	<p>8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.RI.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>8.RI.6 - Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> 1. <i>The student will analyze or compare connections (e.g. individuals, ideas, or events) within a text.</i> 2. <i>The student will analyze how information reveals the author's point of view or purpose within a text.</i> 3. <i>The student will analyze or compare connections (e.g. individuals, ideas, or events) across two texts.</i> 4. <i>The student will analyze how information reveals the author's point of view or purpose across two texts.</i>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Students should be able to provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
OSAS Sample Items: Analysis Within and Across Texts			

TEXT STRUCTURE AND FEATURES			
Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.			
STANDARDS	<p>8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.RI.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>8.RI.7 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p>		
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> <i>The student will determine how the overall structure of a text impacts its meaning.</i> <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> 		
ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts of low complexity and minimally compare/analyze the impact of those choices on meaning or presentation.	Students should be able to provide partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity and partially compare/analyze the impact of those choices on meaning or presentation.	Students should be able to provide adequate evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of moderate-to-high complexity and adequately compare/analyze the impact of those choices on meaning or presentation.	Students should be able to provide thorough evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of unusually high complexity and thoroughly compare/analyze the impact of those choices on meaning or presentation.
OSAS Sample Items: Text Structures and Features			

LANGUAGE USE

Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.

STANDARDS	<p>8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p>8.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>8.L.5a - Interpret figures of speech in context.</p>
EVIDENCE STATEMENTS	<ol style="list-style-type: none"> 1. <i>The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</i> 2. <i>The student will interpret the intent and use of a literary device and analyze its impact on meaning.</i> 3. <i>The student will interpret the meaning of figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.</i> 4. <i>The student will analyze the impact of word choice on reader interpretation of meaning.</i>

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity.	Students should be able to provide partial evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.	Students should be able to provide adequate evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.	Students should be able to provide thorough evidence that they can evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.

[OSAS Sample Items: Language Use](#)