

Grade 8 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	Key Ideas and Details Craft and Structure		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 themes; summarize the key supporting details and ideas Analyze developments over the course of a text 	 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 	 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 	 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 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 Analysis Within Central **Text Structures Key Details Word Meanings Reasoning & Evidence** Language Use **/Across Texts** and Features Ideas Determine a Analyze text Given an Determine intended or precise meanings of words, Make an inference or draw a Analyze Interpret and analyze inference or theme or including academic/tier 2 words, domain-specific conclusion about a text OR make relationships among structures and the figurative language conclusion. central idea (tier 3) words, and words with multiple meanings, inferences or draw conclusions in literary elements impact of those use (e.g., figurative, use explicit from evidence based on context, word relationships (e.g., order to compare texts (e.g., (e.g., setting, choices on connotative in the text or meanings) or details and synonyms, antonyms, analogy, connotations, character development, setting, characters, plot) meaning or implicit provide an denotations), word structure (e.g., common Greek plot, point of view, or fictional within or across presentation. demonstrate information objective or Latin roots, affixes), or use of reference portrayal of time, place or texts or analyze understanding of from the text materials (e.g., dictionary), with primary focus on character) and use supporting how an author nuances in word summary of to support the text. determining meaning based on context and the evidence as justification/ develops the meanings used in the inference academic (tier 2) vocabulary common to complex explanation. narrator or context and the or conclusion texts in all disciplines. characters' point of impact of those word provided. view within or choices on meaning across texts. and tone.

Oregon English Language Arts and Literacy Standards

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

Primary	8.RL.2 -	8.RL.4 - Determine the meaning of words and phrases as	8.RL.3 - Analyze how particular	8.RL.3 - Analyze	8.RL.5 - Compare	8.RL.4 - Determine
focus is on	Determine a	they are used in a text, including figurative, connotative	lines of dialogue or incidents in a	how particular	and contrast the	the meaning of
8.RL.1	theme or	and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or	literary text propel the action,	lines of dialogue	structure of two	words and phrases
	central idea of	allusions to other texts.	reveal aspects of a character, or	or incidents in a	or more texts	as they are used in a text, including
	a text and	8.L.4 - Determine or clarify the meaning of unknown and	provoke a decision.	literary text propel	and analyze how	figurative,
	analyze its	multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of	8.RL.6 - Analyze how differences	the action, reveal	the differing	connotative and
	development	strategies.	in the points of view of the	aspects of a	structure of each	technical meanings;
	over the	8.L.4a - Use context as a clue to the meaning of a word or	characters and the perspectives	character, or	text contributes	analyze the impact
	course of the	phrase.	of the audience or reader create	provoke a	to its meaning	of specific word
	text, including	8.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	such effects as suspense or	decision.	and style.	choices on meaning
	its	8.L.4c – Consult dictionaries, glossaries, thesauruses, and	humor.	8.RL.6 - Analyze		and tone, including
	relationship	other general and specialized reference materials, both	8.RL.9 - Analyze how a modern	how differences in		analogies or allusions to other
	to the	print and digital, to find the pronunciation of a word or	work of fiction draws on themes,	the points of view		texts.
	characters,	determine or clarify its precise meaning or its part of speech.	patterns of events, or character	of the characters		8.L.5 - Demonstrate
	setting, and	8.L.5b - Use the relationship between particular words to	types from myths, traditional	and the		understanding of
	plot; provide	better understand each of the words.	stories, or religious works such	perspectives of the		figurative language,
	an evidence-	8.L.5c - Distinguish among the connotations of words with similar denotations.	as the Bible, including describing	audience or reader		word relationships,
	based	8.L.6 - Acquire and use accurately grade-appropriate	how the material is rendered	create such effects		and nuances in word
	summary of	general academic and domain-specific words and phrases;	new.	as suspense or		meanings.
	the text.	gather vocabulary knowledge when considering a word or		humor.		8.L.5a - Interpret
		phrase important to comprehension or expression.				figures of speech in
						context.

8.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 D	KEY DETAILS					
Given an inference or	r conclusi	on, use explicit details and implicit infor	mation from the text to support the inf	erence or conclusion provided.				
STANDARDS		nalyze what the text says explicitly as wo	ell as inferentially; cite the textual evider	nce that most strongly supports the				
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 ide textual evidence that minimal supports a basic idea drawn al texts of low complexity.	lly	Students should be able to cite relevant textual evidence to 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.				

	CENTRAL IDEAS				
D	etermine a theme or central idea from evidence in the text, or provide an objective summary of the text.				
STANDARDS	 8.RL.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. 8.RL.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text. 				
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 retell a	Students should be able to partially	Students should be able to	Students should be able to		
basic sequence of events with	summarize central ideas, themes, and	adequately summarize central ideas,	thoroughly summarize central ideas,		
minimal detail from the text.	key events using limited supporting	themes, and key events using	themes, and key events using		
	ideas or relevant details from the	relevant details from the text to	appropriate and significant details		
	text.	determine a theme or central idea	from the text and provide an		
		and provide an objective summary.	objective summary of the text,		
			including references to		
			characterization and plot		
			development.		
	OSAS Sample Ita	ms: Control Idoos			

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.

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

- **8.RL.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.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.

STANDARDS

EVIDENCE STATEMENTS

- 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.
- 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 Greek or Latin word parts 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	Students should be able to provide	Students should be able to provide	Students should be able to provide			
minimal evidence that they can	partial evidence that they can	adequate evidence that they can	thorough evidence that they can			
identify connotative and denotative	determine connotative and	determine connotative and	determine connotative and			
meanings of some academic- and	denotative meanings of academic-	denotative meanings academic- and	denotative meanings of academic-			
domain-specific words/phrases and	and domain-specific words/phrases	domain-specific words/phrases and	and domain-specific words/phrases			
words with multiple meanings, based	and words with multiple meanings,	words with multiple meanings, based	and words with multiple meanings,			
on context-word relationships, word	based on context-word relationships,	on context-word relationships, word	based on context-word relationships,			
structures, and differentiating	word structures, and differentiating	structures, and differentiating	word structures, and differentiating			
vocabulary meanings, in texts of low	vocabulary meanings, in texts of	vocabulary meanings, in texts of	vocabulary meanings, in texts of			
complexity.	moderate complexity.	moderate-to-high complexity.	unusually high complexity.			
	OSAS Sample Item	ns: Word Mooning				

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

- **8.RL.1** Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
- **8.RL.3** Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.
- **8.RL.6** Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.
- **8.RL.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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 cite	Students should be able to partially	Students should be able to	Students should be able to			
minimal evidence to justify analysis	cite textual evidence to justify	adequately cite a range of relevant	thoroughly cite strong and varied			
regarding theme, story elements, and	analysis regarding theme, story	textual evidence to justify analysis	textual evidence to justify analysis			
point of view, in texts of low	elements, and point of view, in texts	regarding theme, story elements, and	regarding theme, story elements, and			
complexity.	of moderate complexity.	point of view, in texts of moderate-	point of view, in texts of unusually			
to-high complexity. high complexity.						
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OSAS Sample Items: Reasoning and Evidence

ANALYSIS WITHIN AND ACROSS TEXTS					
Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.					
STANDARDS	 8.RL.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. 8.RL.3 - Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. 8.RL.6 - Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor. 				
EVIDENCE STATEMENTS	 The student will analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within one text. The student will analyze differences in point of view within one text. The student will analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) across different texts. The student will analyze differences in point of view across different texts. 				
		ACHIEVMEI	NT LEVEL DESCRIPTORS (ALDs)		
Not Yet Meeting		Nearly Meeting	Meeting	Exceeding	
Students should be able to minimally identify relationships among literary elements within texts of low complexity representing various genres and text types. Students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.		Students should be able to analyze (e.g., by comparing and contrasting) relationships among literary elements within texts of moderate-to-high complexity representing various genres and text types.	Students should be able to thoroughly analyze relationships among literary elements within texts of unusually high complexity representing various genres and text types.		
OSAS Sample Items: Analysis Within and Across Texts					

	TEXT STRUCTURE AND FEATURES				
	An	alyze text structures and the impact of	those choices on meaning or presentati	on.	
STANDARDS	8.RL.5 - (8.RL.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. 8.RL.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 			
EVIDENCE STATEMENTS	2. The	 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. 			
		ACHIEVMENT LEVEL	DESCRIPTORS (ALDs)		
Not Yet Meeting		Nearly Meeting	Meeting	Exceeding	
Students should be able to provide minimal evidence that they can dentify various text structures and genre-specific features or formats of texts of low complexity and provide imited explanation of the impact of chose choices on meaning or presentation. Students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts of moderate complexity and explain the impact of those choices on meaning or presentation. Students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts of moderate-to-high complexity and explain the impact of those choices on meaning or presentation. Students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts of moderate-to-high complexity and explain the impact of those choices on meaning or presentation.					
OSAS Sample Items: Text Structures and Features					

	LANGUAGE USE						
Interpret and analyze figu	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	 8.RL.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. 8.RL.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.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 8.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.
- 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone.
- 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone.
- 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	Students should be able to provide	Students should be able to provide	Students should be able to provide		
minimal evidence that they can	partial evidence that they can	adequate evidence that they can	thorough evidence that they can		
identify the impact or intent of	determine or interpret the impact or	determine or interpret the impact or	evaluate or interpret the impact or		
literary devices or connotative	intent of literary devices or	intent of literary devices or	intent of literary devices or		
meaning of contextually used words	connotative meaning of contextually	connotative meaning of contextually	connotative meaning of contextually		
and phrases and the impact of those	used words and phrases and the	used words and phrases and the	used words and phrases and the		
word choices on reader	impact of those word choices on	impact of those word choices on	impact of those word choices on		
interpretation of texts of low	reader interpretation of texts of	reader interpretation of texts of	reader interpretation of texts of		
complexity.	moderate complexity.	moderate-to-high complexity.	unusually high complexity.		
OSAS Sample Items: Language Use					