

## 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	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 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: 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**

**8.RL.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.RL.1</i>	<b>8.RL.2</b> - 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.	<p><b>8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>8.L.4</b> - 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><b>8.L.4a</b> - Use context as a clue to the meaning of a word or phrase.</p> <p><b>8.L.4b</b> - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p><b>8.L.4c</b> - 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><b>8.L.5b</b> - Use the relationship between particular words to better understand each of the words.</p> <p><b>8.L.5c</b> - Distinguish among the connotations of words with similar denotations.</p> <p><b>8.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>8.RL.3</b> - Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>8.RL.6</b> - 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.</p> <p><b>8.RL.9</b> - 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.</p>	<p><b>8.RL.3</b> - Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>8.RL.6</b> - 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.</p>	<b>8.RL.5</b> - 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.	<p><b>8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>8.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>8.L.5a</b> - Interpret figures of speech in context.</p>
-----------------------------------	--	--	--	--	--	--

**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 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>8.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports 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 to 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 evidence in the text, or provide an objective summary of the text.**

<b>STANDARDS</b>	<p><b>8.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p><b>8.RL.2</b> - 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.</p>
<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>8.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p><b>8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>8.L.4</b> - 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><b>8.L.4a</b> - Use context as a clue to the meaning of a word or phrase.</p> <p><b>8.L.4b</b> - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p><b>8.L.4c</b> – 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><b>8.L.5b</b> - Use the relationship between particular words to better understand each of the words.</p> <p><b>8.L.5c</b> - Distinguish among the connotations of words with similar denotations.</p> <p><b>8.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 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>8.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p><b>8.RL.3</b> - Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>8.RL.6</b> - 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.</p> <p><b>8.RL.9</b> - 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.</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 cite minimal evidence to justify analysis regarding theme, story elements, and point of view, <b>in texts of low complexity.</b>	Students should be able to partially cite textual evidence to justify analysis regarding theme, story elements, and point of view, <b>in texts of moderate complexity.</b>	Students should be able to adequately cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view, <b>in texts of moderate-to-high complexity.</b>	Students should be able to thoroughly cite strong and varied textual evidence to justify analysis regarding theme, story elements, and point of view, <b>in texts of unusually high complexity.</b>
<a href="#">OSAS Sample Items: Reasoning and Evidence</a>			

ANALYSIS WITHIN AND ACROSS TEXTS			
<b>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.</b>			
<b>STANDARDS</b>	<p><b>8.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p><b>8.RL.3</b> - Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>8.RL.6</b> - 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.</p>		
<b>EVIDENCE STATEMENTS</b>	<ol style="list-style-type: none"> <li><i>The student will analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within one text.</i></li> <li><i>The student will analyze differences in point of view within one text.</i></li> <li><i>The student will analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) across different texts.</i></li> <li><i>The student will analyze differences in 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 minimally identify relationships among literary elements <b>within texts of low complexity</b> representing various genres and text types.	Students should be able to partially analyze relationships among literary elements <b>within texts of moderate complexity</b> representing various genres and text types.	Students should be able to analyze (e.g., by comparing and contrasting) relationships among literary elements <b>within texts of moderate-to-high complexity</b> representing various genres and text types.	Students should be able to thoroughly analyze relationships among literary elements <b>within texts of unusually high complexity</b> representing various genres and text types.
<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>8.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p><b>8.RL.5</b> - 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.</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>

### ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can identify various text structures and genre-specific features or formats of <b>texts of low complexity</b> and provide limited explanation of the impact of those choices on meaning or presentation.	Students should be able to provide partial evidence that they can analyze various text structures and genre-specific features or formats of <b>texts of moderate complexity</b> 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 <b>texts of moderate-to-high complexity</b> and explain the impact of those choices on meaning or presentation.	Students should be able to provide thorough evidence that they can evaluate various text structures and genre-specific features or formats of <b>texts of unusually high complexity</b> and explain the impact of those choices on meaning or presentation.

[OSAS Sample Items: Text Structures and Features](#)

## LANGUAGE USE

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

<b>STANDARDS</b>	<p><b>8.RL.1</b> - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.</p> <p><b>8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>8.L.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>8.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>ACHIEVMENT 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>			