Grades 9 – 10 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
• 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	• 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	• 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	• 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 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: 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

HS.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within /Across Texts	Text Structures and Features	Language Use
Primary focus is on HS.RI.1	**HS.RI.2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.	**HS.RI.1** - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. **HS.RI.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **HS.L.4** - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. **HS.L.4a** - Use context as a clue to the meaning of a word or phrase. **HS.L.4b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. **HS.L.4c** – 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, its part of speech, or its etymology. **HS.L.4d -** Verify the preliminary determination of the meaning of a word or phrase. **HS.L.5b** - Analyze nuances in the meaning of words with similar denotations. **HS.L.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**HS.RI.3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text. **HS.RI.6** - Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text. **HS.RI.7** - Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem. **HS.RI.8** - Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments. **HS.RI.9** - Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.	**HS.RI.3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text. **HS.RI.6** - Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.	**HS.RI.5** - Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.	**HS.RI.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **HS.L.5a** - Interpret figures of speech in context and analyze their role in the text.

HS.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 9–12 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	**9-10.RI.1** - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EVIDENCE STATEMENTS	1. *The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to identify textual evidence that minimally supports simple inferences made or conclusions drawn **about texts of low complexity.**	Students should be able to identify textual evidence that partially supports inferences made or conclusions drawn **about texts of moderate complexity.**	Students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn **about texts of moderate-to-high complexity.**	Students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions 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	**9-10.RI.1** - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. **9-10.RI.2** - Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EVIDENCE STATEMENTS	1. *The student will determine a central idea in a text using supporting evidence.* 2. *The student will summarize key events or details in a text using supporting evidence.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use explicit details to minimally summarize central ideas, topics, key events, or procedures **in texts of low complexity.**	Students should be able to partially summarize central ideas, topics, key events, or procedures from a text using limited supporting ideas or relevant details **in texts of moderate complexity.**	Students should be able to adequately summarize central ideas, topics, key events, or procedures from a text using adequate supporting ideas and relevant details **in texts of moderate-to-high complexity.**	Students should be able to thoroughly summarize central ideas, topics, key events, or procedures from a text using supporting ideas and relevant, well-chosen details **in texts of unusually high complexity.**

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 patterns, etymology, 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	**9-10.RI.1** - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. **9-10.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 choice on meaning and tone. **9-10.L.4** - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. **9-10.L.4a** - Use context as a clue to the meaning of a word or phrase. **9-10.L.4b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. **9-10.L.4c** – 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, its part of speech, or its etymology. **9-10.L.4d** - Verify the preliminary determination of the meaning of a word or phrase. **9-10.L.5b** - Analyze nuances in the meaning of words with similar denotations. **9-10.L.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering 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, word patterns, relationships, or etymology 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 determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common **to texts of low complexity across disciplines.**	Students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common **to texts of moderate complexity across disciplines.**	Students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation adequately, using context and multiple-word analysis strategies or resources, with a primary focus on the academic vocabulary common **to texts of moderate-to-high complexity across disciplines.**	Students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation thoroughly, using multiple-word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common **to texts of unusually high complexity across disciplines.**

[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., development of individuals, ideas or events; author's point of view/purpose/author's differing points of view; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the author's premises and specific claims) and use supporting evidence as justification/explanation.

STANDARDS	**9-10.RI.1** - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. **9-10.RI.3** - Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **9-10.RI.6** - Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose. **9-10.RI.7** - Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. **9-10.RI.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **9-10.RI.9** - Analyze documents of historical and literary significance, including how they address related themes and concepts.
EVIDENCE STATEMENTS	1. *The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can use limited reasoning and a limited range of textual evidence to support explanations of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas)	Students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas).	Students should be able to provide evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas), **especially with texts of moderate-to-high complexity.**	Students should be able to provide evidence that they can apply insightful reasoning and a thorough range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ ideas), **especially with texts of unusually high complexity.**

OSAS Sample Items: Reasoning and Evidence

ANALYSIS WITHIN AND ACROSS TEXTS

Analyze and explain how connections are made within or across texts (individuals, ideas, events), or how information within or across texts reveals author's point of view or purpose.

STANDARDS	**9-10.RI.1** - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. **9-10.RI.3** - Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **9-10.RI.6** - Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
EVIDENCE STATEMENTS	1. *The student will analyze how connections are made (e.g., individuals, ideas, events) within a text.* 2. *The student will analyze how information reveals the author's point of view or purpose within a text.* 3. *The student will analyze how connections are made (e.g., individuals, ideas, events) across two texts.* 4. *The student will analyze how information reveals the author's point of view or purpose across two texts.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence of analysis of connections in the development of ideas or events or in development of topics, themes, or simple rhetorical features **in texts of low complexity.**	Students should be able to provide partial evidence of analysis of connections in the development of ideas or events or development of topics, themes, or some rhetorical features **in texts of moderate complexity.**	Students should be able to provide evidence of an adequate analysis how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features **in texts of moderate-to-high complexity.**	Students should be able to provide evidence of a thorough analysis of how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features **in texts of unusually high complexity.**

[OSAS Sample Items: Analysis Within and Across Texts](#)

TEXT STRUCTURE AND FEATURES

Relate knowledge of text structures (e.g. key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.

STANDARDS	**9-10.RI.1** - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. **9-10.RI.5** - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
EVIDENCE STATEMENTS	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can identify aspects of text structures or formats or genre features (e.g., graphic/visual information) and minimally identify and/or explain relationships between text structures or text features and meaning **in texts of low complexity.**	Students should be able to provide partial evidence that they can identify some aspects o ftext structures or formats or genre features (e.g., graphic/visual information) and indicate some relationships between text structures or text features on meaning or presentation **in texts of moderate complexity.**	Students should be able to provide adequate evidence that they can relate text structures or formats and/or genre features (e.g., graphic/visual information) and integrate information or analyze the impact on meaning or presentation **in texts of moderate-to-high complexity.**	Students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or formats and/or genre features and analyze their impact on meaning or presentation, including integration of visual information with information presented in words **in texts of unusually high complexity.**

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., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.

STANDARDS	**9-10.RI.1** - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. **9-10.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 choice on meaning and tone. **9-10.L.5a** - Interpret figures of speech in context and analyze their role in the text.
EVIDENCE STATEMENTS	1. *The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.* 2. *The student will interpret the intent and use of a literary device and analyze its impact on meaning.* 3. *The student will interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.* 4. *The student will analyze the impact of word choice on reader interpretation of meaning.*

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)			
Not Yet Meeting	**Nearly Meeting**	**Meeting**	**Exceeding**
Students should be able to provide evidence of a minimal analysis of the figurative (e.g., hyperbole) or connotative meanings of words and phrases or identify denotative meanings of words used in context and a minimal connection of these word choices on meaning **in texts of low complexity.**	Students should be able to provide a partial analysis of the figurative (e.g., oxymoron, hyperbole) or connotative meanings of words and phrases used in context and a partial explanation of the impact of these word choices on meaning and tone **in texts of moderate complexity.**	Students should be able to provide evidence of an adequate analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and explain the impact of these word choices on meaning and tone **in texts of moderate-to-high complexity.**	Students should be able to provide a thorough analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and thoroughly explain the impact of these word choices on meaning and tone **in texts of unusually high complexity.**
OSAS Sample Items: Language Use			