

Grades 9 – 10 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 |
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| <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 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

| 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

HS.RL.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.

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| <i>Primary focus is on HS.RL.1</i> | <p>HS.RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.</p> | <p>HS.L.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.</p> <p>HS.L.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.</p> <p>HS.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>HS.L.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>HS.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, its part of speech, its etymology, or its standard usage.</p> <p>HS.L.4d - Verify the preliminary determination of the meaning of a word or phrase.</p> <p>HS.L.5b - Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p> | <p>HS.RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text.</p> <p>HS.RL.6 - Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.</p> <p>HS.RL.9 - Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.</p> | <p>HS.RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text.</p> <p>HS.RL.6 - Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.</p> | <p>HS.RL.5 - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> | <p>HS.RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.</p> <p>HS.L.5a - Interpret figures of speech in context and analyze their role in the text.</p> |
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HS.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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.

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| STANDARDS | 9-10.RL.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support 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 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 theme or central idea from evidence in the text, or provide an objective summary of the text.

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| STANDARDS | <p>9-10.RL.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</p> <p>9-10.RL.2 - Determine a theme or 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.</p> |
| EVIDENCE STATEMENTS | 1. <i>The student will determine a theme or central idea of a text using supporting evidence.</i> |

| ACHIEVEMENT LEVEL DESCRIPTORS (ALDs) | | | |
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| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
| Students should be able to use explicit details to minimally summarize central ideas or key events. | Students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details. | Students should be able to summarize central ideas, themes, and key events and analyze thematic development over the course of the text using adequate support and relevant details. | Students should be able to thoroughly summarize central ideas, themes, and key events and provide an insightful analysis of thematic development over the course of the text, using supporting ideas and relevant, well-chosen details. |
| OSAS Sample Items: Central Ideas | | | |

| WORD MEANING | |
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| 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. 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 | <p>9-10.RL.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</p> <p>9-10.RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.</p> <p>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.</p> <p>9-10.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>9-10.L.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>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.</p> <p>9-10.L.4d - Verify the preliminary determination of the meaning of a word or phrase.</p> <p>9-10.L.5b - Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p> |
| EVIDENCE STATEMENTS | <ol style="list-style-type: none"> <i>The student will determine the meaning of a word or phrase based on its context in a literary text.</i> <i>The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</i> <i>The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.</i> <i>The student will use etymology to determine the correct meaning of an unknown word or phrase in a literary text.</i> |

| ACHIEVEMENT LEVEL DESCRIPTORS (ALDs) | | | |
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| 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 adequately determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or resources effectively, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines. | Students should be able to thoroughly determine intended, precise, and nuanced meanings of words including academic words, domain-specific words, and connotation/denotation 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 | |
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| Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation. | |
| STANDARDS | <p>9-10.RL.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</p> <p>9-10.RL.3 - Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.</p> <p>9-10.RL.6 - Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.</p> <p>9-10.RL.9 - Analyze how an author alludes to the themes or topics from another source.</p> |
| EVIDENCE STATEMENTS | <p>1. <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></p> |

| ACHIEVEMENT LEVEL DESCRIPTORS (ALDs) | | | |
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| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
| Students should be able to provide minimal evidence that they can apply reasoning and a limited range of textual evidence to justify simple inferences or judgments made with regard to themes, characters, and point of view or discourse style on plot/subplot development. | Students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development. | Students should be able to provide adequate evidence that they can apply reasoning and a range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of moderate-to-high complexity. | Students should be able to provide thorough evidence that they can apply insightful reasoning and a wide range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of unusually high complexity. |
| OSAS Sample Items: Reasoning and Evidence | | | |

| ANALYSIS WITHIN AND ACROSS TEXTS | |
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| Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts. | |
| STANDARDS | <p>9-10.RL.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</p> <p>9-10.RL.3 - Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.</p> <p>9-10.RL.6 - Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.</p> |
| EVIDENCE STATEMENTS | <ol style="list-style-type: none"> 1. <i>The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text.</i> 2. <i>The student will analyze and distinguish point of view within one text.</i> 3. <i>The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts.</i> 4. <i>The student will analyze and distinguish point of view across different texts.</i> |

| ACHIEVMENT LEVEL DESCRIPTORS (ALDs) | | | |
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| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
| Students should be able to provide minimal evidence of analysis of interrelationships among literary elements within a text of low complexity or how a pair of texts of low complexity addresses a topic or theme. | Students should be able to provide partial evidence of analysis of interrelationships among literary elements within a text of moderate complexity or multiple texts of moderate complexity with similar themes, topics, or source materials. | Students should be able to provide evidence of an adequate analysis of interrelationships among literary elements within one or multiple texts of moderate-to-high complexity or how different texts address topics, themes, or use source materials. | Students should be able to provide evidence of a thorough and insightful analysis of interrelationships among literary elements within texts of unusually high complexity and how different texts address themes, topics, or use source materials. |
| OSAS Sample Items: Analysis Within and Across Texts | | | |

| TEXT STRUCTURE AND FEATURES | |
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| Analyze text structures and the impact of those choices on meaning or presentation. | |
| STANDARDS | <p>9-10.RL.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</p> <p>9-10.RL.5 - Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.</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> |
| ACHIEVMENT LEVEL DESCRIPTORS (ALDs) | |
| Not Yet Meeting | Nearly Meeting |
| Students should be able to provide minimal evidence that they can identify text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of low complexity and provide a minimal explanation of the impact of those choices on meaning or presentation. | Students should be able to provide partial evidence that they can describe and distinguish text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate complexity and explain the obvious impact of those choices on meaning or presentation. |
| Meeting | Exceeding |
| Students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate-to-high complexity and explain the impact(s) of those choices on meaning and/or presentation. | Students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of unusually high complexity and critique the complex impact(s) of those choices on meaning and/or presentation. |
| OSAS Sample Items: Text Structures and Features | |

LANGUAGE USE

Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone.

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| STANDARDS | <p>9-10.RL.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.</p> <p>9-10.RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.</p> <p>9-10.L.5a - Interpret figures of speech in context and analyze their role in the text.</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 or tone.</i> 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> 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> 4. <i>The student will analyze the impact of word choice on reader interpretation of meaning or tone.</i> |

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

| Not Yet Meeting | Nearly Meeting | Meeting | Exceeding |
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| Students should be able to minimally determine the figurative (e.g., hyperbole) or connotative meanings of some words and phrases in texts of low complexity and with some guided support (e.g., pointing to words in context). | Students should be able to partially determine the figurative (e.g., euphemism, oxymoron) or connotative meanings of words and phrases used in context and the obvious impact of those word choices on meaning and/or tone in texts of moderate complexity and with some support (e.g., limiting context). | Students should be able to adequately determine and analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone in texts of moderate-to-high complexity . | Students should be able to thoroughly determine, analyze, and critique the use of figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone in texts of unusually high complexity . |

[OSAS Sample Items: Language Use](#)