6th Grade Reading Science and Technical Text Pathways to Proficiency Standards and Achievement Level Descriptors (ALDs)

This document aligns the Oregon English Language Arts (ELA) learning targets with corresponding Oregon ELA Standards. The document serves as a guide in understanding the different levels of proficiency as aligned to these learning targets. Educators can use this document as a tool in making connections between the ELA Standards and the different resources available: Evidence Statements, Achievement Level Descriptors and Progressions, and Statewide Interim Assessment Resources to support instruction.

STANDARDS: Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document.

Reading: Text complexity and the growth of comprehension	**Writing:** Text types, responding to reading, and research	**Speaking and Listening:** Flexible communication and collaboration	**Language:** Conventions, effective use, and vocabulary

- 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.

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)*

INTERIM ASSESSMENT RESOURCES: A description of the statewide interim assessment resources connected to the identified learning target.

READING SCIENCE AND TECHNICAL TEXT

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

8. KEY DETAILS

LEARNING TARGET	STANDARDS
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**6-8.RST.1** - Analyze what science and technical texts say explicitly as well as inferentially; cite several pieces of 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:

- **Students should be able to cite sufficient and relevant textual evidence that adequately supports an inference, an analysis, an interpretation, or a conclusion drawn about texts.**

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

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	**Sample Items:** Key Details	**Tools for Teachers:** Interim Connections Playlist – Read Informational Texts

READING SCIENCE AND TECHNICAL TEXT

9. CENTRAL IDEAS

LEARNING TARGET	STANDARDS
Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	**6-8.RST.2** - Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

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:

- **Students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.**

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

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	**Sample Items:** Central Ideas	**Tools for Teachers:** Interim Connections Playlist – Read Informational Texts

READING SCIENCE AND TECHNICAL TEXT

10. WORD MEANING

LEARNING TARGET	STANDARDS
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., 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.	**6-8.RST.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

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 resources to determine the correct meaning of an unknown word or phrase in an informational text.*
4. *The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.*

ACHIEVEMENT LEVEL DESCRIPTORS:

- **Students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, **in texts of low complexity.**	Students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, **in texts of moderate complexity.**	Students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, **in texts of moderate-to-high complexity.**	Students should be able to 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, **in texts of unusually high complexity.**

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: Word Meanings	Tools for Teachers: Interim Connections Playlist – Read Informational Texts

READING SCIENCE AND TECHNICAL TEXT

11. REASONING AND EVIDENCE

LEARNING TARGET	STANDARDS
Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; 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.	**6-8.RST.6** - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **6-8.RST.8 -** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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:

- **Students should be able to use supporting evidence to adequately justify interpretations or analyses of information presented or how information is integrated (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence) in texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use evidence to minimally justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) **in texts of low complexity.**	Students should be able to use evidence to partially justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) **in texts of moderate complexity.**	Students should be able to use supporting evidence to adequately justify interpretations or analyses of information presented or how information is integrated (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence) **in texts of moderate-to-high complexity.**	Students should be able to use supporting evidence to thoroughly justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas), **in texts of unusually high complexity.**

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	**Sample Items:** Reasoning & Evidence	**Tools for Teachers:** Interim Connections Playlist – Read Informational Texts

READING SCIENCE AND TECHNICAL TEXT

12. ANALYSIS WITHIN AND ACROSS TEXTS

LEARNING TARGET	STANDARDS
Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	**N/A**

EVIDENCE STATEMENTS:

1. The student will analyze how information is presented (e.g. individuals, events, or ideas) within a text.
2. The student will determine how information reveals the author's point of view or purpose within a text.
3. The student will analyze how information is presented (e.g. individuals, events, or ideas) across two texts.
4. The student will determine how information reveals the author's point of view or purpose across two texts.

ACHIEVEMENT LEVEL DESCRIPTORS:

- **Students should be able to provide adequate evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts or how conflicting information reveals authors' points of view.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify information (events, people, ideas, topics) or authors' points of view **in texts of low complexity.**	Students should be able to provide partial evidence that they can compare how information (events, people, ideas, topics) is presented **within or across texts of moderate complexity** or how conflicting information across texts reveals authors' points of view.	Students should be able to provide adequate evidence that they can analyze or compare how information (events, people, ideas, topics) is presented **within or across texts of moderate-to-high complexity** or how conflicting information reveals authors' points of view.	Students should be able to provide thorough evidence that they can analyze or compare how information (events, people, ideas, topics) is presented **within or across texts of unusually high complexity** or how conflicting information across texts reveals authors' points of view.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: Analysis Within or Across Texts	Tools for Teachers: Interim Connections Playlist – Read Informational Texts

READING SCIENCE AND TECHNICAL TEXT

13. TEXT STRUCTURE AND FEATURES

LEARNING TARGET	STANDARDS
Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	**6-8.RST.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

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:

- **Students should be able to provide adequate evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide, with significant support (e.g., **within highlighted text or shorter low complexity texts**), minimal knowledge of text structures or genre-specific features to analyze or integrate information.	Students should be able to provide partial evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information **in texts of moderate complexity.**	Students should be able to provide adequate evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information **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 genre-specific features to analyze or integrate information **in texts of unusually high complexity.**

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: Text Structure and Features	Tools for Teachers: Interim Connections Playlist – Read Informational Texts

READING SCIENCE AND TECHNICAL TEXT

14. LANGUAGE USE

LEARNING TARGET	STANDARDS
Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	**N/A**

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 in context and analyze its impact on meaning.*
3. *The student will interpret the meaning of figures of speech (e.g., personification) used in context and 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:

- **Students should be able to provide adequate evidence that they can determine or interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context **in texts of low complexity.**	Students should be able to provide partial evidence that they can determine or interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context **in texts of moderate complexity.**	Students should be able to provide adequate evidence that they can determine or interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context **in texts of moderate-to-high complexity.**	Students should be able to provide thorough evidence that they can evaluate or interpret the intent and impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context **in texts of unusually high complexity.**

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	**Sample Items:** Language Use	**Tools for Teachers:** Interim Connections Playlist – Read Informational Texts