



# 7<sup>th</sup> Grade Reading Historical Text Pathways to Proficiency (ELA) Standards and Achievement Level Descriptors (ALD)

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.

<b>Reading:</b> Text complexity and the growth of comprehension	<b>Writing:</b> Text types, responding to reading, and research	<b>Speaking and Listening:</b> Flexible communication and collaboration	<b>Language:</b> 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 HISTORICAL 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.	<p><b>6-8.RH.1</b> - Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support primary and secondary source analysis.</p> <p><b>6-8.RH.3</b> - Identify key steps in a text’s description of a process related to history/social studies.</p>

#### 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 a complex inference, analysis, interpretation, or conclusion drawn about texts.

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

#### INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: <a href="#">Key Details</a>	Tools for Teachers: <a href="#">Interim Connections Playlist – Read Informational Texts</a>
-------------------------------------------------------	-------------------------------------------	---------------------------------------------------------------------------------------------

# READING HISTORICAL TEXT

## 9. CENTRAL IDEAS

LEARNING TARGET	STANDARDS
Determine a central idea and the key details that support it, or provide an objective summary of the text.	<b>6-8.RH.2</b> - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source 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: <a href="#">Central Ideas</a>	Tools for Teachers: <a href="#">Interim Connections Playlist – Read Informational Texts</a>
-------------------------------------------------------	---------------------------------------------	---------------------------------------------------------------------------------------------

# READING HISTORICAL 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., 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.	<b>6-8.RH.4</b> - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### EVIDENCE STATEMENTS:

- The student will determine the meaning of a word or phrase based on its context in an informational text.*
- The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.*
- The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.*
- The student will use a synonym, antonym or analogy, 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 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.**

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, <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 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-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>

### INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: <a href="#">Word Meanings</a>	Tools for Teachers: <a href="#">Interim Connections Playlist – Read Informational Texts</a>
-------------------------------------------------------	------------------------------------------------	---------------------------------------------------------------------------------------------

# READING HISTORICAL 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., 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.	<b>6-8.RH.6</b> - Identify aspects of a text that reveal an author’s perspective or purpose. <b>6-8.RH.8</b> - Distinguish among fact, opinion, and reasoned judgment 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 relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.	Students should be able to demonstrate partial use of supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Students should be able to use relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Students should be able to use strong, supporting evidence to thoroughly justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.

### INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: <a href="#">Reasoning &amp; Evidence</a>	Tools for Teachers: <a href="#">Interim Connections Playlist – Read Informational Texts</a>
-------------------------------------------------------	--------------------------------------------------------	---------------------------------------------------------------------------------------------

# READING HISTORICAL TEXT

## 12. ANALYSIS WITHIN AND ACROSS TEXTS

LEARNING TARGET	STANDARDS
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.	N/A

### EVIDENCE STATEMENTS:

1. *The student will analyze how information is presented (e.g. interactions between individuals, events, or ideas) 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 information is presented (e.g. interactions between individuals, events, or ideas) 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:

- **Students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Students should be able provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.

### INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: <a href="#">Analysis Within or Across Texts</a>	Tools for Teachers: <a href="#">Interim Connections Playlist – Read Informational Texts</a>
-------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------------------------------------

# READING HISTORICAL TEXT

## 13. TEXT STRUCTURE AND FEATURES

LEARNING TARGET	STANDARDS
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.	<b>6-8.RH.5</b> - Describe how a text presents information.

### 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 and genre-specific features or formats of texts and adequately compare/analyze the impact of those choices on meaning or presentation.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts and minimally compare/analyze the impact of those choices on meaning or presentation.	Students should be able to provide partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and partially compare/analyze the impact of those choices on meaning or presentation.	Students should be able to provide adequate evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and adequately compare/analyze the impact of those choices on meaning or presentation.	Students should be able to provide thorough evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and thoroughly compare/analyze the impact of those choices on meaning or presentation.

### INTERIM ASSESSMENT RESOURCES:

<b>Interim Assessment Block:</b> Read Informational Texts	<b>Sample Items:</b> <a href="#">Text Structure and Features</a>	<b>Tools for Teachers:</b> <a href="#">Interim Connections Playlist – Read Informational Texts</a>
--------------------------------------------------------------	---------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

# READING HISTORICAL 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., literary, mythological allusions) 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 and analyze its impact on meaning.*
3. *The student will interpret the meaning of figures of speech (e.g., literary, mythological allusions) 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 the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation <b>of texts of low complexity.</b>	Students should be able to provide partial evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation <b>texts of moderate complexity</b>	Students should be able to provide adequate evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation <b>of texts of moderate-to-high complexity.</b>	Students should be able to provide thorough evidence that they can evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation <b>of texts of unusually high complexity.</b>

### INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: <a href="#">Language Use</a>	Tools for Teachers: <a href="#">Interim Connections Playlist – Read Informational Texts</a>
-------------------------------------------------------	--------------------------------------------	---------------------------------------------------------------------------------------------