



9th – 10th 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.

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
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- 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>9-10.RH.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support primary and secondary source analysis, attending to such features as the date and origin of the information.</p> <p>9-10.RH.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</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 identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts.

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.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: Key Details	Tools for Teachers: Interim Connections Playlist – Read Informational Texts
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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.	9-10.RH.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary of how key events or ideas develop over the course 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:

- **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.**

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.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: Central Ideas	Tools for Teachers: Interim Connections Playlist – Read Informational Texts
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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., 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.	9-10.RH.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

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:

- 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 across disciplines.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

INTERIM ASSESSMENT RESOURCES:

<p>Interim Assessment Block: Read Informational Texts</p>	<p>Sample Items: Word Meanings</p>	<p>Tools for Teachers: Interim Connections Playlist – Read Informational Texts</p>
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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., 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.	<p>9-10.RH.6 - Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>9-10.RH.8 - Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>

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 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.**

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.

INTERIM ASSESSMENT RESOURCES:

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

12. ANALYSIS WITHIN AND ACROSS TEXTS

LEARNING TARGET	STANDARDS
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.	N/A

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:

- **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.**

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.

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
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READING HISTORICAL TEXT

13. TEXT STRUCTURE AND FEATURES

LEARNING TARGET	STANDARDS
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.	9-10.RH.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 9-10.RH.7 - Integrate quantitative or technical analysis with qualitative analysis in print or digital 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:

- **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.**

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 of text 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.

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block: Read Informational Texts	Sample Items: Text Structure and Features	Tools for Teachers: Interim Connections Playlist – Read Informational Texts
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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., euphemism, oxymoron, hyperbole, paradox) used in context and analyze 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 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:

- **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.**

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.

INTERIM ASSESSMENT RESOURCES:

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