

OVERVIEW

A continuum of proficiency in Literacy from Grade 6 through Grade 12.

The grade level proficiency descriptors highlight what a thinking or communication skill may look like for a proficient student across all learning areas, emphasizing their **CROSS-CURRICULAR** nature.

6-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	6	7	8	9	10	11	12
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Each **ASPECT** represents a set of transferrable thinking or communication skills

A proficient student must develop, practice, and demonstrate each aspect to become a Literate Learner

All aspects are important when building Literacy skills

Each **SUB-ASPECT** further defines the transferrable skills within each aspect

The **DESCRIPTOR** is grade specific and describes what proficient student learning looks like at the end of the year/term

Comprehends text <i>Makes meaning from text(s)</i>	Interprets texts <i>Examines a text or texts to support comprehension</i>	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text <i>texts: oral, visual, digital, etc.</i>	Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text <i>texts: oral, visual, digital, etc.</i>	Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text <i>texts: oral, visual, digital, etc.</i>
	Makes connections <i>Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>
	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s). <i>formulate: uses information directly related to the text(s) to create</i> <i>exploratory: open-ended,</i>	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s) <i>formulate: uses information directly related to the text(s) to create</i> <i>exploratory: open-</i>	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s) <i>formulate: uses information directly related to the text(s) to create</i> <i>exploratory: open-</i>	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s) <i>formulate: uses information directly related to the text(s) to create</i> <i>exploratory: open-</i>	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s)	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts <i>formulate: uses information directly related to the text(s) to create</i> <i>exploratory: open-</i>	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts <i>formulate: uses information directly related to the text(s) to create</i> <i>exploratory: open-</i>

6-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	6	7	8	9	10	11	12
Comprehends text <i>Makes meaning from text(s)</i>	Interprets texts <i>Examines a text or texts to support comprehension</i>	<p>Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text</p> <p>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</p> <p>texts: oral, visual, digital, etc.</p>	<p>Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text</p> <p>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</p> <p>texts: oral, visual, digital, etc.</p>	<p>Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text</p> <p>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</p> <p>texts: oral, visual, digital, etc.</p>	<p>Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text</p> <p>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</p> <p>texts: oral, visual, digital, etc.</p>	<p>Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text</p> <p>texts: oral, visual, digital, etc.</p>	<p>Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text</p> <p>texts: oral, visual, digital, etc.</p>	<p>Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text</p> <p>texts: oral, visual, digital, etc.</p>
	Makes connections <i>Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	<p>Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding</p> <p>connections: personal experiences, prior knowledge, other text(s)</p> <p>texts: oral, visual, digital, etc.</p>	<p>Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding</p> <p>connections: personal experiences, prior knowledge, other text(s)</p> <p>texts: oral, visual, digital, etc.</p>	<p>Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s)</p> <p>connections: personal experiences, prior knowledge, other text(s)</p> <p>texts: oral, visual, digital, etc.</p>	<p>Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s)</p> <p>connections: personal experiences, prior knowledge, other text(s)</p> <p>texts: oral, visual, digital, etc.</p>	<p>Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases</p> <p>connections: personal experiences, prior knowledge, other text(s)</p> <p>texts: oral, visual, digital, etc.</p>	<p>Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases</p> <p>connections: personal experiences, prior knowledge, other text(s)</p> <p>texts: oral, visual, digital, etc.</p>	<p>Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases</p> <p>connections: personal experiences, prior knowledge, other text(s)</p> <p>texts: oral, visual, digital, etc.</p>

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Aspect	Sub-aspect	6	7	8	9	10	11	12
	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s). formulate: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s) formulate: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s) formulate: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s) formulate: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) formulate: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts formulate: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts formulate: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative

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Aspect	Sub-aspect	6	7	8	9	10	11	12
Applies understanding <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability <i>texts: oral, visual, digital, etc.</i> <i>relevance: importance, significance, connections, etc.</i> <i>reliability: accuracy, authenticity, trustworthiness, etc.</i>	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability <i>texts: oral, visual, digital, etc.</i> <i>relevance: importance, significance, connections, etc.</i> <i>reliability: accuracy, authenticity, trustworthiness, etc.</i>	Evaluates the relevance and reliability of text, and selects appropriate text(s) to support the task and purpose <i>texts: oral, visual, digital, etc.</i> <i>relevance: importance, significance, connections, etc.</i> <i>reliability: accuracy, authenticity, trustworthiness, etc.</i>	Evaluates the relevance and reliability of text, and selects appropriate text(s) to support the task and purpose <i>texts: oral, visual, digital, etc.</i> <i>relevance: importance, significance, connections, etc.</i> <i>reliability: accuracy, authenticity, trustworthiness, etc.</i>	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions <i>texts: oral, visual, digital, etc.</i> <i>relevance: importance, significance, connections, etc.</i> <i>reliability: accuracy, authenticity, trustworthiness, etc.</i>	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions <i>texts: oral, visual, digital, etc.</i> <i>relevance: importance, significance, connections, etc.</i> <i>reliability: accuracy, authenticity, trustworthiness, etc.</i>	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions <i>texts: oral, visual, digital, etc.</i> <i>relevance: importance, significance, connections, etc.</i> <i>reliability: accuracy, authenticity, trustworthiness, etc.</i>
	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Extracts relevant ideas and information from a range of texts to support purpose and inquiry <i>texts: oral, visual, digital, etc.</i>	Extracts relevant ideas and information from a range of texts to support purpose and inquiry <i>texts: oral, visual, digital, etc.</i>	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry <i>texts: oral, visual, digital, etc.</i>	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry <i>texts: oral, visual, digital, etc.</i>	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry <i>texts: oral, visual, digital, etc.</i>	Extracts key ideas and information from a range of multiple texts; key ideas and information are essential to the task and support inquiry <i>texts: oral, visual, digital, etc.</i>	Extracts key ideas and information from a range of multiple texts; key ideas and information are essential to the task and support inquiry <i>texts: oral, visual, digital, etc.</i>

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	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>	Connects ideas and information from multiple texts to form new ideas texts: oral, visual, digital, etc.	Connects ideas and information from multiple texts to form new ideas texts: oral, visual, digital, etc.	Connects and integrates ideas and information from multiple texts to form and support new ideas texts: oral, visual, digital, etc.	Connects and integrates ideas and information from multiple texts to form and support new ideas texts: oral, visual, digital, etc.	Connects and integrates ideas and information from multiple texts to form, support, and defend new ideas texts: oral, visual, digital, etc.	Connects and integrates ideas and information from multiple texts to form, support, and defend new ideas texts: oral, visual, digital, etc.	Connects and integrates ideas and information from multiple texts to form, support, and defend new ideas texts: oral, visual, digital, etc.

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Aspect	Sub-aspect	6	7	8	9	10	11	12
Develops ideas <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	<p>Generates relevant ideas, using experiences, gathering information, and applying strategies</p> <p>relevant: <i>related to task, learning, etc.</i></p> <p>experiences(s): <i>personal, prior learning, etc.</i></p> <p>strategies: <i>e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i></p>	<p>Generates relevant ideas, using experiences, gathering information, and applying strategies</p> <p>relevant: <i>related to task, learning, etc.</i></p> <p>experiences(s): <i>personal, prior learning, etc.</i></p> <p>strategies: <i>e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i></p>	<p>Generates relevant ideas, using experiences and a variety of strategies; selects idea(s) to support task and purpose</p> <p>relevant: <i>related to task, learning, etc.</i></p> <p>experiences(s): <i>personal, prior learning, etc.</i></p> <p>strategies: <i>e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i></p>	<p>Generates relevant ideas using experiences and a variety of strategies; selects idea(s) to support task and purpose</p> <p>relevant: <i>related to task, learning, etc.</i></p> <p>experiences(s): <i>personal, prior learning, etc.</i></p> <p>strategies: <i>e.g., listing, asking questions, free-writing, using word webs, peer discussion, research</i></p>	<p>Uses effective strategies to generate and select relevant ideas; selects information to support the main idea</p> <p>strategies: <i>e.g., listing, asking questions, free-writing, word web, peer discussion, research</i></p> <p>relevant: <i>related to task, learning, etc.</i></p>	<p>Uses effective strategies to generate and select relevant ideas; selects information to support the main idea</p> <p>strategies: <i>e.g., listing, asking questions, free-writing, word web, peer discussion, research</i></p> <p>relevant: <i>related to task, learning, etc.</i></p>	<p>Uses effective strategies to generate and select relevant ideas; selects information to support the main idea</p> <p>strategies: <i>e.g., listing, asking questions, free-writing, word web, peer discussion, research</i></p> <p>relevant: <i>related to task, learning, etc.</i></p>
	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	<p>Assesses the generated idea(s), using task criteria and strategies to determine the usability of the idea(s) in relation to the task and purpose</p> <p>strategies: <i>e.g., self/peer assessment, questioning, feedback collection</i></p>	<p>Assesses the generated idea(s), using task criteria and strategies to determine the usability of the idea(s) in relation to the task and purpose</p> <p>strategies: <i>e.g., self/peer assessment, questioning, feedback collection</i></p>	<p>Assesses the generated idea(s), using strategies and applying criteria to determine the usability of the idea(s) in relation to the task and purpose</p> <p>strategies: <i>e.g., self/peer assessment, questioning, feedback collection</i></p> <p>criteria: <i>provided, co-created, self-generated</i></p>	<p>Assesses the generated idea(s), using strategies and applying criteria to determine the usability of the idea(s) in relation to the task and purpose</p> <p>strategies: <i>self/peer assessment, questioning, feedback collection</i></p> <p>criteria: <i>provided, co-created, self-</i></p>	<p>Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose</p> <p>evaluates the generated ideas: <i>by gathering information, reflecting, observing, questioning</i></p>	<p>Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose</p> <p>evaluates the generated ideas: <i>by gathering information, reflecting, observing, questioning</i></p>	<p>Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose</p> <p>evaluates the generated ideas: <i>by gathering information, reflecting, observing, questioning</i></p>

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	Refines ideas Refines idea(s) using relevant feedback				generated	<i>criteria: provided, co-created, self-generated</i>	<i>criteria: provided, co-created, self-generated</i>	<i>criteria: provided, co-created, self-generated</i>
		Revises and/or refines ideas and/or supporting details, using relevant feedback <i>revises: reworks</i> <i>refines: improves through small changes</i>	Revises and/or refines ideas and/or supporting details, using relevant feedback <i>revises: reworks</i> <i>refines: improves through small changes</i>	Selectively applies relevant feedback to refine idea(s) and/or supporting details <i>refines: improves through small changes</i>	Selectively applies relevant feedback to refine idea(s) and/or supporting details <i>refines: improves through small changes</i>	Effectively incorporates feedback and criteria to make edits and refine idea(s) iteratively as necessary <i>iteratively: a repeated process of refining</i> <i>refines: improves through small changes</i>	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary <i>refines: improves through small changes</i>	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary <i>refines: improves through small changes</i>

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Communicates ideas and information <i>Represents, explains, and defends final product in context</i>	Expresses ideas and information <i>Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)</i>	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions, etc.	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	Explains learned material and/or ideas, using learning area materials explains: demonstrates a deeper understanding materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	Explains learned material and/or ideas, using learning area materials explains: demonstrates a deeper understanding materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	Explains ideas and understanding clearly, using details and specific learning area materials to support thinking and convey information details: prior learning and knowledge, experience, examples materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions
	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	Organizes and presents idea(s) based on audience, task, and purpose; uses a communication medium/media to present ideas and information	Organizes and presents idea(s) based on audience, task, and purpose; intentionally selects a communication medium/media to present ideas and information intentionally selects: can provide a rationale for selection	Organizes and presents idea(s) based on audience, task, and purpose; intentionally selects a communication medium/media to present ideas and information intentionally selects: can provide a rationale for selection

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	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>	Uses prior learning to defend ideas, decisions, and/or approach taken	Uses prior learning to defend ideas, decisions, and/or approach taken	Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text(s) with reasoning texts: oral, visual, digital, etc.	Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text(s) with reasoning texts: oral, visual, digital, etc.	Defends decisions and justifies approach taken, using key ideas and/or supporting details; may include references from text(s) with reasoning texts: oral, visual, digital, etc.	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts texts: oral, visual, digital, etc.	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts texts: oral, visual, digital, etc.