

OVERVIEW

A quick view of the K-12 Cross Curricular Literacy Learning Progressions with a **GRADE SPECIFIC** focus

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

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

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE SPECIFIC PROFICIENCY DESCRIPTORS

Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding <i>texts: oral, visual, digital, etc.</i>	Makes connections with text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Uses observations of texts to make predictions and ask questions <i>texts: oral, visual, digital, etc.</i>
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Explores texts relevant to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Recalls information from the text that is relevant to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Identifies similarities and differences within or between texts <i>texts: oral, visual, digital, etc.</i>
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using experience(s) <i>experiences(s): personal, prior learning, etc.</i>	Checks to ensure that the generated idea(s) are related to the activity <i>checks: conversation with teacher or peer, applies prompts, etc.</i>	Revises idea(s) based on directed and specific feedback <i>revises: reworks</i>
Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Generates ideas, using experience(s) <i>experiences(s): personal, prior learning, etc.</i>	Checks to ensure that the generated idea(s) are related to the activity <i>checks: conversation with teacher or peer, applies prompts, etc.</i>	Revises idea(s) based on directed and specific feedback <i>revises: reworks</i>



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – KINDERGARTEN PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding <i>texts: oral, visual, digital, etc.</i>	Makes connections with text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Uses observations of texts to make predictions and ask questions <i>texts: oral, visual, digital, etc.</i>
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Explores texts relevant to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Recalls information from the text that is relevant to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Identifies similarities and differences within or between texts <i>texts: oral, visual, digital, etc.</i>
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using experience(s) <i>experiences(s): personal, prior learning, etc.</i>	Checks to ensure that the generated idea(s) are related to the activity <i>checks: conversation with teacher or peer, applies prompts, etc.</i>	Revises idea(s) based on directed and specific feedback <i>revises: reworks</i>
Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Shares ideas, using learning area materials <i>materials: vocabulary, images, manipulatives</i>	Explores a variety of media with which to present idea(s) and information	Identifies a reason that supports decisions and/or ideas



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 1 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding <i>texts: oral, visual, digital, etc.</i>	Makes connections with text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Uses observations of texts to make predictions and ask questions <i>texts: oral, visual, digital, etc.</i>
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Explores texts relevant to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Recalls information from the text that is relevant to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Identifies similarities and differences within or between texts <i>texts: oral, visual, digital, etc.</i>
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using experience(s) <i>experiences(s): personal, prior learning, etc.</i>	Checks to ensure that the generated idea(s) are related to the activity <i>checks: conversation with teacher or peer, applies prompts, etc.</i>	Revises idea(s) based on directed and specific feedback <i>revises: reworks</i>
Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Generates ideas, using experience(s) <i>experiences(s): personal, prior learning, etc.</i>	Checks to ensure that the generated idea(s) are related to the activity <i>checks: conversation with teacher or peer, applies prompts, etc.</i>	Revises idea(s) based on directed and specific feedback <i>revises: reworks</i>



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 2 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text strategies: monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Makes connections with texts and between ideas within text(s) connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary texts: oral, visual, digital, etc.
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Selects text relevant to the task and purpose texts: oral, visual, digital, etc.	Extracts ideas and information from the text and applies it to the task and purpose texts: oral, visual, digital, etc., etc.	Uses similarities and differences between texts to draw conclusions texts: oral, visual, digital, etc.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using strategies and experience(s) strategies: listing, asking questions, free-writing, using word webs, peer discussion, research experiences(s): personal, prior learning, etc.	Reviews the generated idea(s) based on prior learning and/or strategies strategies: self/peer assessment, questioning, feedback collection	Revises and/or refines ideas, using relevant feedback revises: reworks refines: improves through small changes
Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Shares ideas and/or information, using relevant learning area materials materials: vocabulary, images, manipulatives	Selects the medium/media with which to present ideas and information that support the task and purpose	Supports decisions and/or ideas using a relevant explanation relevant: related to task, decisions, prior learning, etc.



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 3 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – Makes meaning from text(s)		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text <i>strategies: monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Makes connections with texts and between ideas within text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary <i>texts: oral, visual, digital, etc.</i>
Aspect	Applies Understanding - Based on task and purpose, takes ideas and information and uses them to understand new situations		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Selects text relevant to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Extracts ideas and information from the text and applies it to the task and purpose <i>texts: oral, visual, digital, etc.</i>	Uses similarities and differences between texts to draw conclusions <i>texts: oral, visual, digital, etc.</i>
Aspect	Develops Ideas - Generates, evaluates, and refines workable ideas relevant to the task or purpose		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using strategies and experience(s) , and identifies ideas appropriate to the task and purpose <i>strategies: listing, asking questions, free- writing, using word webs, peer discussion, research</i> <i>experiences(s): personal, prior learning, etc.</i>	Assesses the generated idea(s) based on prior learning and/or familiar strategies <i>strategies: self/peer assessment, questioning, feedback collection</i>	Revises and/or refines ideas , using relevant feedback <i>revises: reworks</i> <i>refines: improves through small changes</i>



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - Represents, explains, and defends final product in context		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Shares ideas and/or information, using relevant learning area materials <i>materials: vocabulary, images, manipulatives, etc.</i>	Selects the medium/media with which to present idea(s) and information that support the task and purpose	Supports decisions and/or ideas using a relevant explanation <i>relevant: related to task, decisions, prior learning, etc.</i>



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 4 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text strategies: monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Examines text to formulate predictions and inferences, and asks questions to deepen understanding of text(s) texts: oral, visual, digital, etc. formulate: uses information directly related to the text(s) to create
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Selects a variety of texts relevant to the task and purpose and explains their relevance texts: oral, visual, digital, etc. relevance: importance, significance, connections, etc.	Extracts relevant ideas and information from the text and applies it to the task and purpose text: oral, visual, digital, etc.	Connects ideas and information from two or more texts to support new ideas texts: oral, visual, digital, etc.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using strategies and experience(s) , and identifies ideas appropriate to the task and purpose strategies: listing, asking questions, free- writing, using word webs, peer discussion, research experiences(s): personal, prior learning, etc.	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies strategies: self/peer assessment, questioning, feedback collection	Revises and/or refines ideas and/or supporting details, using relevant feedback revises: reworks refines: improves through small changes



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Describes ideas and/or information, using relevant learning area materials materials: vocabulary, images, manipulatives, text features, graphs, data, conventions	Presents idea(s) and information, using an appropriate medium/media	Provides a rationale to support ideas, decisions, and/or approach taken rationale: reasoning, thinking, logic, hypothesis, etc.



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 5 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text strategies: monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Examines text to formulate predictions and inferences, and asks questions to deepen understanding of text(s) text: oral, visual, digital, etc. formulate: uses information directly related to the text(s) to create
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Selects a variety of texts relevant to the task and purpose and explains their relevance texts: oral, visual, digital, etc. relevance: importance, significance, connections, etc.	Extracts relevant ideas and information from the text and applies it to the task and purpose texts: oral, visual, digital, etc.	Connects ideas and information from two or more texts to support new ideas texts: oral, visual, digital, etc.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using strategies and experience(s) , and identifies ideas appropriate to the task and purpose strategies: listing, asking questions, free- writing, using word webs, peer discussion, research experiences(s): personal, prior learning, etc.	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies strategies: self/peer assessment, questioning, feedback collection	Revises and/or refines ideas and/or supporting details, using relevant feedback revises: reworks refines: improves through small changes



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Describes ideas and/or information, using relevant learning area materials materials: vocabulary, images, manipulatives, text features, graphs, data, conventions	Presents idea(s) and information, using an appropriate medium/media	Provides a rationale to support ideas, decisions, and/or approach taken rationale: reasoning, thinking, logic, hypothesis, etc.



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 6 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	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 strategies: monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	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
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability texts: oral, visual, digital, etc. relevance: importance, significance, connections, etc. reliability: accuracy, authenticity, trustworthiness, etc.	Extracts relevant ideas and information from a range of texts to support purpose and inquiry texts: oral, visual, digital, etc.	Connects ideas and information from multiple texts to form new ideas texts: oral, visual, digital, etc.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates relevant ideas, using experiences , gathering information, and applying strategies relevant: related to task, learning, etc. experiences(s): personal, prior learning, etc. strategies: listing, asking questions, free- writing, using word webs, peer discussion, research	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 strategies: self/peer assessment, questioning, feedback collection	Revises and/or refines ideas and/or supporting details, using relevant feedback revises: reworks refines: improves through small changes



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials materials: vocabulary, images, manipulatives, text features, graphs, data, conventions, etc.	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Uses prior learning to defend ideas, decisions, and/or approach taken



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 7 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	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 strategies: monitoring, summarizing, using graphic organizers, generating questions text: oral, visual, digital, etc.	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	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
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability texts: oral, visual, digital, etc. relevance: importance, significance, connections, etc. reliability: accuracy, authenticity, trustworthiness, etc.	Extracts relevant ideas and information from a range of texts to support purpose and inquiry texts: oral, visual, digital, etc.	Connects ideas and information from multiple texts to form new ideas texts: oral, visual, digital, etc.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates relevant ideas, using experiences , gathering information, and applying strategies relevant: related to task, learning, etc. experiences(s): personal, prior learning, etc. strategies: listing, asking questions, free- writing, using word webs, peer discussion, research	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 strategies: self/peer assessment, questioning, feedback collection	Revises and/or refines ideas and/or supporting details, using relevant feedback revises: reworks refines: improves through small changes



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - Represents, explains, and defends final product in context		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials materials: vocabulary, images, manipulatives, text features, graphs, data, conventions	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Uses prior learning to defend ideas, decisions, and/or approach taken



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 8 PROFICIENCY DESCRIPTORS

Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	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 strategies: monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s) connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc. texts: oral, visual, digital, etc.	Formulates reasonable predictions and inferences; asks and considers others’ exploratory or reflective questions to deepen understanding of text(s) formulates: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Evaluates the relevance and reliability of text , and selects appropriate text(s) to support the task and purpose relevance: importance, significance, connections, etc. reliability: accuracy, authenticity, trustworthiness, etc. texts: oral, visual, digital, etc.	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry 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.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates relevant ideas, using experiences and a variety of strategies ; selects idea(s) to support task and purpose relevant: related to task, learning, etc. experience(s): personal, prior learning, etc. strategies: listing, asking questions, free- writing, using word webs, peer discussion, research	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 strategies: self/peer assessment, questioning, feedback collection criteria: provided, co-created, self- generated	Selectively applies relevant feedback to refine idea(s) and/or supporting details refine: improves through small changes



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Explains learned material and/or ideas, using learning area materials explains: demonstrates a deeper understanding materials: vocabulary, images, manipulatives, text features, graphs, data, conventions	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	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.



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 9 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	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 strategies: monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s) connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Formulates reasonable predictions and inferences; asks and considers others’ exploratory or reflective questions to deepen understanding of text(s) formulates: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Evaluates the relevance and reliability of text , and selects appropriate text(s) to support the task and purpose relevance: importance, significance, connections, etc. reliability: accuracy, authenticity, trustworthiness, etc. texts: oral, visual, digital, etc.	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry 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.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Generates ideas, using experience(s) experiences(s): personal, prior learning, etc.	Checks to ensure that the generated idea(s) are related to the activity checks: conversation with teacher or peer, applies prompts, etc.	Revises idea(s) based on directed and specific feedback revises: reworks



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - <i>Represents, explains, and defends final product in context</i>		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Explains learned material and/or ideas, using learning area materials explains: demonstrates a deeper understanding materials: vocabulary, images, manipulatives, text features, graphs, data, conventions	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	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.



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 10 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	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 text: oral, visual, digital, etc.	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) formulates: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Evaluates the relevance and reliability of text(s) , and selects text(s) based on the task and purpose, and justifies decisions relevance: importance, significance, connections, etc. reliability: accuracy, authenticity, trustworthiness, etc. texts: oral, visual, digital, etc.	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry 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.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea strategies: listing, asking questions, free- writing, word web, peer discussion, research relevant: related to task, learning, etc.	Evaluates the generated ideas , using criteria to determine the usability of the ideas in relation to the task and purpose evaluates the generated ideas: by gathering information, reflecting, observing, questioning criteria: provided, co-created, self-generated	Effectively incorporates feedback and criteria to make edits and refine idea(s) iteratively as necessary refine: improves through small changes iteratively: a repeated process of refining



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - Represents, explains, and defends final product in context		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	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: vocabulary, images, manipulatives, text features, graphs, data, conventions	Organizes and presents idea(s) based on audience, task, and purpose; uses a communication medium/media to present ideas and information	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.



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 11 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	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 text: oral, visual, digital, etc.	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts formulates: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Evaluates the relevance and reliability of text(s) , and selects text(s) based on the task and purpose, and justifies decisions relevance: importance, significance, connections, etc. reliability: accuracy, authenticity, trustworthiness, etc. texts: oral, visual, digital, etc.	Extracts key ideas and information from a range of multiple texts ; key ideas and information are essential to the task and support inquiry 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.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea strategies: listing, asking questions, free- writing, word web, peer discussion, research relevant: related to task, learning, etc.	Evaluates the generated ideas , using criteria to determine the usability of the ideas in relation to the task and purpose evaluates the generated ideas: by gathering information, reflecting, observing, questioning criteria: provided, co-created, self-generated	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary refine: improves through small changes



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - Represents, explains, and defends final product in context		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information materials: vocabulary, images, manipulatives, text features, graphs, data, conventions	Organizes and presents idea(s) based on audience, task, and purpose; uses a communication medium/media to present ideas and information	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.



Aspect – the overarching skill being developed

Sub-Aspect – the skills that support the development of the Aspect

Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 12 PROFICIENCY DESCRIPTORS			
Aspect	Comprehends Text – <i>Makes meaning from text(s)</i>		
Sub-Aspect	Interprets texts <i>Examines a text or texts to support comprehension</i>	Makes connections <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
Descriptor	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 text: oral, visual, digital, etc.	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases connections: personal experiences, prior knowledge, other text(s) texts: oral, visual, digital, etc.	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts formulates: uses information directly related to the text(s) to create exploratory: open-ended, creative, generative
Aspect	Applies Understanding - <i>Based on task and purpose, takes ideas and information and uses them to understand new situations</i>		
Sub-Aspect	Curates texts <i>Evaluates and selects relevant and reliable texts</i>	Extracts ideas and information <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	Synthesizes ideas and information <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
Descriptor	Evaluates the relevance and reliability of text(s) , and selects text(s) based on the task and purpose, and justifies decisions relevance: importance, significance, connections, etc. reliability: accuracy, authenticity, trustworthiness, etc. texts: oral, visual, digital, etc.	Extracts key ideas and information from a range of multiple texts ; key ideas and information are essential to the task and support inquiry 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.
Aspect	Develops Ideas - <i>Generates, evaluates, and refines workable ideas relevant to the task or purpose</i>		
Sub-Aspect	Generates ideas <i>Generates and selects ideas relevant to the task and purpose</i>	Evaluates ideas <i>Determines usability of idea(s) relevant to task and purpose</i>	Refines ideas <i>Refines idea(s) using relevant feedback</i>
Descriptor	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea strategies: listing, asking questions, free- writing, word web, peer discussion, research relevant: related to task, learning, etc.	Evaluates the generated ideas , using criteria to determine the usability of the ideas in relation to the task and purpose evaluates the generated ideas: by gathering information, reflecting, observing, questioning criteria: provided, co-created, self-generated	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary refine: improves through small changes



Aspect – the overarching skill being developed



Sub-Aspect – the skills that support the development of the Aspect



Descriptor – defines what a proficient understanding or display of the skill looks like at that grade level.

Aspect	Communicates Ideas and Information - Represents, explains, and defends final product in context		
Sub-Aspect	Expresses ideas and information <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	Presents ideas and information <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	Justifies and defends decisions and/or ideas <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
Descriptor	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information materials: vocabulary, images, manipulatives, text features, graphs, data, conventions	Organizes and presents idea(s) based on audience, task, and purpose; uses a communication medium/media to present ideas and information	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.