## **OVERVIEW**

A continuum of proficiency in Literacy from Kindergarten 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.

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

Aspect	Sub-aspect	К	1	2	3	4	5	6	7	8	9	10	11	12
<b>—</b>	Interprets texts  Examines a text or	Identifies text features and applies strategies to identify main ideas of the text to support understanding	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text	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	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	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	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	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	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	Applies import concepts and the main idea(s)/thesis text, and demonstrates understanding the context, purpose, and perspective of text
	texts to support comprehension	<b>texts:</b> oral, visual, digital, etc.	texts: oral, visual, digital, etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, vis digital, etc.
omprehends text	Makes connections  Makes meaning from text and uses experience (e.g., personal experience,	Makes connections with text(s)	Makes connections with text(s)	Makes connections with texts and between ideas within text(s)	Makes connections with texts and between ideas within text(s)	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s)	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s)	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases	Makes relevations of texts to deep understanding support analy interpretation beliefs, understanding and/or potentiases
	prior learning, including from other learning areas) to make connections and deepen understanding	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, prior knowledge, other text(s)	connections: personal experiences, knowledge, c text(s)
		texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, vi digital, etc.
	Analyzes texts  Formulates	Uses observations of texts to make predictions and ask questions	Uses observations of texts to make predictions and ask questions	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary	Examines text to formulate predictions and inferences, and asks questions to deepen understanding of text(s)	Examines text to formulate predictions and inferences, and asks questions to deepen understanding of text(s)	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s).	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s)	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s)	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s)	exploratory and/or	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts	exploratory a reflective que to deepen understandin text(s) and br concepts
	predictions, inferences, and critical questions to deepen understanding	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.  formulate: uses information directly related to the text(s) to create	texts: oral, visual, digital, etc.  formulate: uses information directly related to the text(s) to create	formulate: uses information directly related to the text(s) to create  exploratory: openended, creative, generative	formulate: uses information directly related to the text(s) to create  exploratory: openended, creative, generative	formulate: uses information directly related to the text(s) to create  exploratory: open-ended, creative, generative	formulate: uses information directly related to the text(s) to create  exploratory: openended, creative, generative	formulate: uses information directly related to the text(s) to create  exploratory: openended, creative, generative		formulate: u information related to th text(s) to cre exploratory: ended, creat generative

			K-12 C	ROSS CURRICI	JLAR LITERAC	Y LEARNING	6 PROGRESSIC	DNS – GRADE I	LEVEL PROFICI	ENCY DESCR	IPTORS			
Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12

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

			K-12 CI	ROSS CURRIC	ULAR LITERAC	Y LEARNING	G PROGRESSIC	ONS – GRADE L	EVEL PROFIC	IENCY DESCR	IPTORS			
Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12

		Explores texts relevant to the task and purpose	Explores texts relevant to the task and purpose	Selects text relevant to the task and purpose	Selects text relevant to the task and purpose	Selects a variety of texts relevant to the task and purpose and explains their relevance	Selects a variety of texts relevant to the task and purpose and explains their relevance	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability	Evaluates the relevance and reliability of text, and selects appropriate text(s) to support the task and purpose	Evaluates the relevance and reliability of text, and selects appropriate text(s) to support the task and purpose	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions	Evaluates the relevance and reliability of text( and selects text(s based on the task and purpose, and justifies decisions
	Curates texts  Evaluates and selects relevant and reliable texts	<b>texts:</b> oral, visual, digital, etc.	<b>texts:</b> oral, visual, digital, etc.	<b>texts:</b> oral, visual, digital, etc.	<b>texts:</b> oral, visual, digital, etc.	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,	texts: oral, visual, digital, etc.  relevance: importance, significance,
Applies						connections, etc.	connections, etc.	connections, etc.  reliability: accuracy, authenticity, trustworthiness, etc.	connections, etc.  reliability: accuracy, authenticity, trustworthiness, etc.	connections, etc.  reliability: accuracy, authenticity, trustworthiness, etc.	connections, etc.  reliability: accuracy, authenticity, trustworthiness, etc.	connections, etc.  reliability: accuracy, authenticity, trustworthiness, etc.	connections, etc.  reliability: accuracy, authenticity, trustworthiness, etc.	connections, etc.  reliability: accuracy, authenticity, trustworthiness, etc.
derstanding ed on task and ose, takes ideas information and uses them to derstand new situations	Extracts ideas and information Extracts key information, main ideas, data, arguments,	Recalls information from the text that is relevant to the task and purpose	Recalls information from the text that is relevant to the task and purpose	Extracts ideas and information from the text and applies it to the task and purpose	Extracts ideas and information from the text and applies it to the task and purpose	Extracts relevant ideas and information from the text and applies it to the task and purpose	Extracts relevant ideas and information from the text and applies it to the task and purpose	Extracts relevant ideas and information from a range of texts to support purpose and inquiry	Extracts relevant ideas and information from a range of texts to support purpose and inquiry	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry	Extracts key ideas and information from a range of multiple texts; key ideas and information are essential to the task and support inquiry	Extracts key idea and information from a range of multiple texts; ki ideas and information are essential to the task and support inquiry
	perspectives, tones, and so on for the task and purpose	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.
	Synthesizes ideas and information  Connects ideas and information, draws conclusions, and forms ideas from text	Identifies similarities and differences within or between texts texts: oral, visual, digital, etc.	Identifies similarities and differences within or between texts texts: oral, visual, digital, etc.	Uses similarities and differences between texts to draw conclusions texts: oral, visual, digital, etc.	Uses similarities and differences between texts to draw conclusions texts: oral, visual, digital, etc.	Connects ideas and information from two or more texts to support new ideas  texts: oral, visual, digital, etc.	Connects ideas and information from two or more texts to support new ideas texts: oral, visual, digital, etc.	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,	Connects and integrates ideas and information from multiple texts to form, support, and defend new ideas  texts: oral, visual,	Connects and integrates ideas and information from multiple te to form, support and defend new ideas  texts: oral, visua

			K-12 C	ROSS CURRIC	JLAR LITERAC	Y LEARNING	6 PROGRESSIC	DNS – GRADE I	LEVEL PROFICI	ENCY DESCR	IPTORS			
Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12

		Generates ideas, using experience(s)	Generates ideas, using experience(s)	Generates ideas, using strategies and experience(s)	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose	Generates relevant ideas, using experiences, gathering information, and applying strategies	Generates relevant ideas, using experiences, gathering information, and applying strategies	Generates relevant ideas, using experiences and a variety of strategies; selects idea(s) to support task and purpose	Generates relevant ideas using experiences and a variety of strategies; selects idea(s) to support task and purpose	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea
	Generates ideas  Generates and selects ideas relevant to the task and purpose	experiences(s): personal, prior learning, etc.	experiences(s): personal, prior learning, etc.	strategies: e.g., listing, asking questions, free-writing, using word webs, peer discussion, research  experiences(s): personal, prior learning, etc.	strategies: e.g., listing, asking questions, free- writing, using word webs, peer discussion, research experiences(s): personal, prior learning, etc.	strategies: e.g., listing, asking questions, free- writing, using word webs, peer discussion, research experiences(s): personal, prior learning, etc.	strategies: e.g., listing, asking questions, free- writing, using word webs, peer discussion, research experiences(s): personal, prior learning, etc.	relevant: related to task, learning, etc.  experiences(s): personal, prior learning, etc.  strategies: e.g., listing, asking questions, freewriting, using word webs, peer discussion, research	relevant: related to task, learning, etc.  experiences(s): personal, prior learning, etc.  strategies: e.g., listing, asking questions, freewriting, using word webs, peer discussion, research	relevant: related to task, learning, etc.  experiences(s): personal, prior learning, etc.  strategies: e.g., listing, asking questions, freewriting, using word webs, peer discussion, research	relevant: related to task, learning, etc.  experiences(s): personal, prior learning, etc.  strategies: e.g., listing, asking questions, freewriting, using word webs, peer discussion, research	strategies: e.g., listing, asking questions, free- writing, word web, peer discussion, research relevant: related to task, learning, etc.	strategies: e.g., listing, asking questions, free- writing, word web, peer discussion, research relevant: related to task, learning, etc.	strategies: e.g., listing, asking questions, free- writing, word web, peer discussion, research relevant: related to task, learning, etc.
<b>Develops ideas</b> enerates, evaluates, nd refines workable deas relevant to	Evaluates ideas	Checks to ensure that the generated idea(s) are related to the activity	Checks to ensure that the generated idea(s) are related to the activity	Reviews the generated idea(s) based on prior learning and/or strategies	Assesses the generated idea(s) based on prior learning and/or familiar strategies	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies	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	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	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	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	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose
task or purpose	Determines usability of idea(s) relevant to task and purpose	checks: through conversation with teacher or peer, applies prompts, etc.	checks: conversation with teacher or peer, applies prompts, etc.	strategies: e.g., self/peer assessment, questioning, feedback collection	strategies: e.g., self/peer assessment, questioning, feedback collection	strategies: e.g., self/peer assessment, questioning, feedback collection	strategies: e.g., self/peer assessment, questioning, feedback collection	strategies: e.g., self/peer assessment, questioning, feedback collection	strategies: e.g., self/peer assessment, questioning, feedback collection	strategies: e.g., self/peer assessment, questioning, feedback collection criteria: provided, co-created, self- generated	strategies: e.g., self/peer assessment, questioning, feedback collection criteria: provided, co-created, self- generated	evaluates the generated ideas: by gathering information, reflecting, observing, questioning  criteria: provided, co-created, selfgenerated	evaluates the generated ideas: by gathering information, reflecting, observing, questioning  criteria: provided, co-created, selfgenerated	evaluates the generated ideas: by gathering information, reflecting, observing, questioning  criteria: provided, co-created, selfgenerated
	Refines ideas	Revises idea(s) based on directed and specific feedback	Revises idea(s) based on directed and specific feedback	Revises and/or refines ideas, using relevant feedback	Revises and/or refines ideas, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Revises and/or refines ideas and/or supporting details, using relevant feedback	Selectively applies relevant feedback to refine idea(s) and/or supporting details	Selectively applies relevant feedback to refine idea(s) and/or supporting details	Effectively incorporates feedback and criteria to make edits and refine idea(s) iteratively as necessary	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessar
	Refines idea(s) using relevant feedback	revises: reworks	revises: reworks	revises: reworks refines: improves through small changes	revises: reworks refines: improves through small changes	revises: reworks refines: improves through small changes	revises: reworks refines: improves through small changes	revises: reworks refines: improves through small changes	revises: reworks refines: improves through small changes	<b>refines:</b> improves through small changes	<b>refines:</b> improves through small changes	iteratively: a repeated process of refining refines: improves through small changes	<b>refines:</b> improves through small changes	<b>refines:</b> improves through small changes

			K-12 C	ROSS CURRICI	ULAR LITERAC	Y LEARNING	G PROGRESSIC	DNS – GRADE I	LEVEL PROFICI	ENCY DESCR	IPTORS			
Aspect	Sub-aspect	К	1	2	3	4	5	6	7	8	9	10	11	12

	Expresses ideas and information  Effectively	Shares ideas, using learning area materials	Shares ideas, using learning area materials	Shares ideas and/or information, using relevant learning area materials	Shares ideas and/or information, using relevant learning area materials	Describes ideas and/or information, using relevant learning area materials	Describes ideas and/or information, using relevant learning area materials	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials	Explains learned material and/or ideas, using learning area materials	Explains learned material and/or ideas, using learning area materials	Explains ideas and understanding clearly, using details and specific learning area materials to support thinking and convey information	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information
	communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)	materials: e.g., vocabulary, images, manipulatives	materials: e.g., vocabulary, images, manipulatives	materials: e.g., vocabulary, images, manipulatives	materials: e.g., vocabulary, images, manipulatives, etc.	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions, etc.	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	explains: demonstrates a deeper understanding  materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	explains: demonstrates a deeper understanding  materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	details: prior learning and knowledge, experience, examples  materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions	materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions
Communicates ideas and information  Represents, explains, and defends final product in context	Presents ideas and information  Selects appropriate medium/media for a final product that clearly presents ideas and information	Explores a variety of media with which to present idea(s) and information	Explores a variety of media with which to present idea(s) and information	Selects the medium/media with which to present ideas and information that support the task and purpose	Selects the medium/media with which to present idea(s) and information that support the task and purpose	Presents idea(s) and information, using an appropriate medium/media	Presents idea(s) and information, using an appropriate medium/media	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	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
	Justifies and defends decisions and/or ideas Clearly justifies and can debate ideas, thinking, and decisions	Identifies a reason that supports decisions and/or ideas	Identifies a reason that supports decisions and/or ideas	Supports decisions and/or ideas using a relevant explanation	Supports decisions and/or ideas using a relevant explanation	Provides a rationale to support ideas, decisions, and/or approach taken	Provides a rationale to support ideas, decisions, and/or approach taken	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	Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text(s) with reasoning	Defends decisions and justifies approach taken, using key ideas and/or supporting details; may include references from text(s) with reasoning	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts
	made			relevant: related to task, decisions, prior learning, etc.	relevant: related to task, decisions, prior learning, etc.	rationale: reasoning, thinking, logic, hypothesis, etc.	rationale: reasoning, thinking, logic, hypothesis, etc.			texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.	texts: oral, visual, digital, etc.