OVERVIEW

A continuum of proficiency in Literacy from Kindergarten through Grade 5.

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

K-5 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	K	1	2	3	4	5
Comprehends text *Makes meaning from text(s)*	Interprets texts *Examines a text or texts to support comprehension*	Identifies text features and applies strategies to identify main ideas of the text to support understanding **texts:** *oral, visual, digital, etc.*	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding **texts:** *oral, visual, digital, etc.*	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*
	Makes connections *Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding*	Makes connections with text(s) **connections:** *personal experiences, prior knowledge, other text(s)* **texts:** *oral, visual, digital, etc.*	Makes connections with text(s) **connections:** *personal experiences, prior knowledge, other text(s)* **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.*	Makes connections with texts and between ideas within text(s) **connections:** *personal experiences, prior knowledge, other text(s)* **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.*	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.*
	Analyzes texts *Formulates predictions, inferences, and critical questions to deepen understanding*	Uses observations of texts to make predictions and ask questions **texts:** *oral, visual, digital, etc.*	Uses observations of texts to make predictions and ask questions **texts:** *oral, visual, digital, etc.*	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary **texts:** *oral, visual, digital, etc.*	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary **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*	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*

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Comprehends text *Makes meaning from text(s)*	**Interprets texts** *Examines a text or texts to support comprehension*	Identifies text features and applies strategies to identify main ideas of the text to support understanding **texts:** *oral, visual, digital, etc.*	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding **texts:** *oral, visual, digital, etc.*	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text **strategies:** *e.g., monitoring, summarizing, using graphic organizers, generating questions* **texts:** *oral, visual, digital, etc.*
	Makes connections *Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding*	Makes connections with text(s) **connections:** *personal experiences, prior knowledge, other text(s)* **texts:** *oral, visual, digital, etc.*	Makes connections with text(s) **connections:** *personal experiences, prior knowledge, other text(s)* **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.*	Makes connections with texts and between ideas within text(s) **connections:** *personal experiences, prior knowledge, other text(s)* **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.*	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.*

K-5 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	K	1	2	3	4	5
	Analyzes texts *Formulates predictions, inferences, and critical questions to deepen understanding*	Uses observations of texts to make predictions and ask questions **texts:** *oral, visual, digital, etc.*	Uses observations of texts to make predictions and ask questions **texts:** *oral, visual, digital, etc.*	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary **texts:** *oral, visual, digital, etc.*	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary **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*	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*

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Aspect	Sub-aspect	K	1	2	3	4	5
Applies Understanding *Based on task and purpose, takes ideas and information and uses them to understand new situations*	**Curates texts** *Evaluates and selects relevant and reliable texts*	Explores texts relevant to the task and purpose **texts:** *oral, visual, digital, etc.*	Explores texts relevant to the task and purpose **texts:** *oral, visual, digital, etc.*	Selects text relevant to the task and purpose **texts:** *oral, visual, digital, etc.*	Selects text relevant to the task and purpose **texts:** *oral, visual, digital, etc.*	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.*	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 ideas and information *Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose*	Recalls information from the text that is relevant to the task and purpose **texts:** *oral, visual, digital, etc.*	Recalls information from the text that is 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.*	Extracts ideas and information from the text and applies it to the task and purpose **texts:** *oral, visual, digital, etc.*	Extracts relevant ideas and information from the text and applies it to the task and purpose **texts:** *oral, visual, digital, etc.*	Extracts relevant ideas and information from the text and applies it to the task and purpose **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.*

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Aspect	Sub-aspect	K	1	2	3	4	5
Develops ideas *Generates, evaluates, and refines workable ideas relevant to the task or purpose*	**Generates ideas** *Generates and selects ideas relevant to the task and purpose*	Generates ideas, using experience(s) **experiences(s):** *personal, prior learning, etc.*	Generates ideas, using experience(s) **experiences(s):** *personal, prior learning, etc.*	Generates ideas, using strategies and experience(s) **strategies:** *e.g., listing, asking questions, free-writing, using word webs, peer discussion, research* **experiences(s):** *personal, prior learning, etc.*	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose **strategies:** *e.g., listing, asking questions, free-writing, using word webs, peer discussion, research* **experiences(s):** *personal, prior learning, etc.*	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose **strategies:** *e.g., listing, asking questions, free-writing, using word webs, peer discussion, research* **experiences(s):** *personal, prior learning, etc.*	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose **strategies:** *e.g., listing, asking questions, free-writing, using word webs, peer discussion, research* **experiences(s):** *personal, prior learning, etc.*
	Evaluates ideas *Determines usability of idea(s) relevant to task and purpose*	Checks to ensure that the generated idea(s) are related to the activity **checks:** *through conversation with teacher or peer, applies prompts, etc.*	Checks to ensure that the generated idea(s) are related to the activity **checks:** *through conversation with teacher or peer, applies prompts, etc.*	Reviews the generated idea(s) based on prior learning and/or strategies **strategies:** *e.g., self/peer assessment, questioning, feedback collection*	Assesses the generated idea(s) based on prior learning and/or familiar strategies **strategies:** *e.g., self/peer assessment, questioning, feedback collection*	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies **strategies:** *e.g., self/peer assessment, questioning, feedback collection*	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies **strategies:** *e.g., self/peer assessment, questioning, feedback collection*
	Refines ideas *Refines idea(s) using relevant feedback*	Revises idea(s) based on directed and specific feedback **revises:** *reworks*	Revises idea(s) based on directed and specific feedback **revises:** *reworks*	Revises and/or refines ideas, using relevant feedback **revises:** *reworks* **refines:** *improves through small changes*	Revises and/or refines ideas, using relevant feedback **revises:** *reworks* **refines:** *improves through small changes*	Revises and/or refines ideas and/or supporting details, using relevant feedback **revises:** *reworks* **refines:** *improves through small changes*	Revises and/or refines ideas and/or supporting details, using relevant feedback **revises:** *reworks* **refines:** *improves through small changes*

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Aspect	Sub-aspect	K	1	2	3	4	5
Communicates ideas and information *Represents, explains, and defends final product in context*	**Expresses ideas and information** *Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)*	Shares ideas, using learning area materials **materials:** *e.g., vocabulary, images, manipulatives*	Shares ideas, using learning area materials **materials:** *e.g., vocabulary, images, manipulatives*	Shares ideas and/or information, using relevant learning area materials **materials:** *e.g., vocabulary, images, manipulatives*	Shares ideas and/or information, using relevant learning area materials **materials:** *e.g., vocabulary, images, manipulatives, etc.*	Describes ideas and/or information, using relevant learning area materials **materials:** *e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Describes ideas and/or information, using relevant learning area materials **materials:** *e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*
	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
	Justifies and defends decisions and/or ideas *Clearly justifies and can debate ideas, thinking, and decisions made*	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 **relevant:** *related to task, decisions, prior learning, etc.*	Supports decisions and/or ideas using a relevant explanation **relevant:** *related to task, decisions, prior learning, etc.*	Provides a rationale to support ideas, decisions, and/or approach taken **rationale:** *reasoning, thinking, logic, hypothesis, etc.*	Provides a rationale to support ideas, decisions, and/or approach taken **rationale:** *reasoning, thinking, logic, hypothesis, etc.*