

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

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

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

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

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

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

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

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

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