



**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

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



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## CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 1 PROFICIENCY DESCRIPTORS

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



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## CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 2 PROFICIENCY DESCRIPTORS

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



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## CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 3 PROFICIENCY DESCRIPTORS

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

<b>Aspect</b>	<b>Communicates Ideas and Information - Represents, explains, and defends final product in context</b>		
<b>Sub-Aspect</b>	<b>Expresses ideas and information</b> <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	<b>Presents ideas and information</b> <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	<b>Justifies and defends decisions and/or ideas</b> <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
<b>Descriptor</b>	Shares ideas and/or information, using relevant learning area <b>materials</b> <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 <b>relevant</b> 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



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## CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 4 PROFICIENCY DESCRIPTORS

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



**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.

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



**Aspect** – the overarching skill being developed



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



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## CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 5 PROFICIENCY DESCRIPTORS

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





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



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



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## CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE 6 PROFICIENCY DESCRIPTORS

<b>Aspect</b>	<b>Comprehends Text – Makes meaning from text(s)</b>		
<b>Sub-Aspect</b>	<b>Interprets texts</b> <i>Examines a text or texts to support comprehension</i>	<b>Makes connections</b> <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	<b>Analyzes texts</b> <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
<b>Descriptor</b>	Applies <b>strategies</b> and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the <b>text</b>  <b>strategies:</b> monitoring, summarizing, using graphic organizers, generating questions  <b>texts:</b> oral, visual, digital, etc.	Demonstrates how <b>connections</b> with key aspects of texts and between important ideas within <b>text(s)</b> influence understanding  <b>connections:</b> personal experiences, prior knowledge, other text(s)  <b>texts:</b> oral, visual, digital, etc.	Examines text to <b>formulate</b> predictions and inferences; asks <b>exploratory</b> or reflective questions to deepen understanding of text(s).  <b>formulate:</b> uses information directly related to the text(s) to create  <b>exploratory:</b> open-ended, creative, generative
<b>Aspect</b>	<b>Applies Understanding - Based on task and purpose, takes ideas and information and uses them to understand new situations</b>		
<b>Sub-Aspect</b>	<b>Curates texts</b> <i>Evaluates and selects relevant and reliable texts</i>	<b>Extracts ideas and information</b> <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	<b>Synthesizes ideas and information</b> <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
<b>Descriptor</b>	Selects a variety of <b>texts</b> relevant to the task and purpose, and explains their <b>relevance</b> and <b>reliability</b>  <b>texts:</b> oral, visual, digital, etc.  <b>relevance:</b> importance, significance, connections, etc.  <b>reliability:</b> accuracy, authenticity, trustworthiness, etc.	Extracts relevant ideas and information from a range of <b>texts</b> to support purpose and inquiry  <b>texts:</b> oral, visual, digital, etc.	Connects ideas and information from multiple <b>texts</b> to form new ideas  <b>texts:</b> oral, visual, digital, etc.
<b>Aspect</b>	<b>Develops Ideas - Generates, evaluates, and refines workable ideas relevant to the task or purpose</b>		
<b>Sub-Aspect</b>	<b>Generates ideas</b> <i>Generates and selects ideas relevant to the task and purpose</i>	<b>Evaluates ideas</b> <i>Determines usability of idea(s) relevant to task and purpose</i>	<b>Refines ideas</b> <i>Refines idea(s) using relevant feedback</i>
<b>Descriptor</b>	Generates <b>relevant</b> ideas, using <b>experiences</b> , gathering information, and applying <b>strategies</b>  <b>relevant:</b> related to task, learning, etc.  <b>experiences(s):</b> personal, prior learning, etc.  <b>strategies:</b> 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  <b>strategies:</b> self/peer assessment, questioning, feedback collection	<b>Revises</b> and/or <b>refines</b> ideas and/or supporting details, using relevant feedback  <b>revises:</b> reworks  <b>refines:</b> 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.

<b>Aspect</b>	<b>Communicates Ideas and Information</b> - <i>Represents, explains, and defends final product in context</i>		
<b>Sub-Aspect</b>	<b>Expresses ideas and information</b> <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i>	<b>Presents ideas and information</b> <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i>	<b>Justifies and defends decisions and/or ideas</b> <i>Clearly justifies and can debate ideas, thinking, and decisions made</i>
<b>Descriptor</b>	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area <b>materials</b> <b>materials:</b> 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

<b>Aspect</b>	<b>Comprehends Text – Makes meaning from text(s)</b>		
<b>Sub-Aspect</b>	<b>Interprets texts</b> <i>Examines a text or texts to support comprehension</i>	<b>Makes connections</b> <i>Makes meaning from text and uses experience (personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	<b>Analyzes texts</b> <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>
<b>Descriptor</b>	Applies <b>strategies</b> and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the <b>text</b>  <b>strategies:</b> monitoring, summarizing, using graphic organizers, generating questions  <b>text:</b> oral, visual, digital, etc.	Demonstrates how <b>connections</b> with key aspects of texts and between important ideas within <b>text(s)</b> influence understanding  <b>connections:</b> personal experiences, prior knowledge, other text(s)  <b>texts:</b> oral, visual, digital, etc.	Examines text to <b>formulate</b> predictions and inferences; asks <b>exploratory</b> or reflective questions to deepen understanding of text(s)  <b>formulate:</b> uses information directly related to the text(s) to create  <b>exploratory:</b> open-ended, creative, generative
<b>Aspect</b>	<b>Applies Understanding - Based on task and purpose, takes ideas and information and uses them to understand new situations</b>		
<b>Sub-Aspect</b>	<b>Curates texts</b> <i>Evaluates and selects relevant and reliable texts</i>	<b>Extracts ideas and information</b> <i>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</i>	<b>Synthesizes ideas and information</b> <i>Connects ideas and information, draws conclusions, and forms ideas from text</i>
<b>Descriptor</b>	Selects a variety of <b>texts</b> relevant to the task and purpose, and explains their <b>relevance</b> and <b>reliability</b>  <b>texts:</b> oral, visual, digital, etc.  <b>relevance:</b> importance, significance, connections, etc.  <b>reliability:</b> accuracy, authenticity, trustworthiness, etc.	Extracts relevant ideas and information from a range of <b>texts</b> to support purpose and inquiry  <b>texts:</b> oral, visual, digital, etc.	Connects ideas and information from multiple <b>texts</b> to form new ideas  <b>texts:</b> oral, visual, digital, etc.
<b>Aspect</b>	<b>Develops Ideas - Generates, evaluates, and refines workable ideas relevant to the task or purpose</b>		
<b>Sub-Aspect</b>	<b>Generates ideas</b> <i>Generates and selects ideas relevant to the task and purpose</i>	<b>Evaluates ideas</b> <i>Determines usability of idea(s) relevant to task and purpose</i>	<b>Refines ideas</b> <i>Refines idea(s) using relevant feedback</i>
<b>Descriptor</b>	Generates <b>relevant</b> ideas, using <b>experiences</b> , gathering information, and applying <b>strategies</b>  <b>relevant:</b> related to task, learning, etc.  <b>experiences(s):</b> personal, prior learning, etc.  <b>strategies:</b> listing, asking questions, free- writing, using word webs, peer discussion, research	Assesses the generated idea(s), using task criteria and <b>strategies</b> 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>Revises</b> and/or <b>refines</b> ideas and/or supporting details, using relevant feedback  <b>revises:</b> reworks  <b>refines:</b> 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.

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



**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

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

<b>Aspect</b>	<b>Communicates Ideas and Information - Represents, explains, and defends final product in context</b>		
<b>Sub-Aspect</b>	<p><b>Expresses ideas and information</b> <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i></p>	<p><b>Presents ideas and information</b> <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i></p>	<p><b>Justifies and defends decisions and/or ideas</b> <i>Clearly justifies and can debate ideas, thinking, and decisions made</i></p>
<b>Descriptor</b>	<p><b>Explains</b> learned material and/or ideas, using learning area <b>materials</b></p> <p><b>explains:</b> demonstrates a deeper understanding</p> <p><b>materials:</b> vocabulary, images, manipulatives, text features, graphs, data, conventions</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>Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from <b>text(s)</b> with reasoning</p> <p><b>texts:</b> oral, visual, digital, etc.</p>



**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

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

<b>Aspect</b>	<b>Communicates Ideas and Information</b> - <i>Represents, explains, and defends final product in context</i>		
<b>Sub-Aspect</b>	<p><b>Expresses ideas and information</b> <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i></p>	<p><b>Presents ideas and information</b> <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i></p>	<p><b>Justifies and defends decisions and/or ideas</b> <i>Clearly justifies and can debate ideas, thinking, and decisions made</i></p>
<b>Descriptor</b>	<p><b>Explains</b> learned material and/or ideas, using learning area <b>materials</b></p> <p><b>explains:</b> demonstrates a deeper understanding</p> <p><b>materials:</b> vocabulary, images, manipulatives, text features, graphs, data, conventions</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>Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from <b>text(s)</b> with reasoning</p> <p><b>texts:</b> oral, visual, digital, etc.</p>



**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

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



**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.

<b>Aspect</b>	<b>Communicates Ideas and Information - Represents, explains, and defends final product in context</b>		
<b>Sub-Aspect</b>	<p><b>Expresses ideas and information</b> <i>Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</i></p>	<p><b>Presents ideas and information</b> <i>Selects appropriate medium/media for a final product that clearly presents ideas and information</i></p>	<p><b>Justifies and defends decisions and/or ideas</b> <i>Clearly justifies and can debate ideas, thinking, and decisions made</i></p>
<b>Descriptor</b>	<p>Explains ideas and understanding clearly, using <b>details</b> and specific learning area <b>materials</b> to support thinking and convey information</p> <p><b>details:</b> prior learning and knowledge, experience, examples</p> <p><b>materials:</b> vocabulary, images, manipulatives, text features, graphs, data, conventions</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>Defends decisions and justifies approach taken, using key ideas and/or supporting details; may include references from <b>text(s)</b> with reasoning</p> <p><b>texts:</b> oral, visual, digital, etc.</p>



**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

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

<b>Aspect</b>	<b>Communicates Ideas and Information - Represents, explains, and defends final product in context</b>		
<b>Sub-Aspect</b>	<p><b>Expresses ideas and information</b> Effectively communicates thinking/understanding, using learned material (content, ideas, message, information, etc.)</p>	<p><b>Presents ideas and information</b> Selects appropriate medium/media for a final product that clearly presents ideas and information</p>	<p><b>Justifies and defends decisions and/or ideas</b> Clearly justifies and can debate ideas, thinking, and decisions made</p>
<b>Descriptor</b>	<p>Represents ideas and understanding clearly, using relevant learning area <b>materials</b> to support thinking and convey information</p> <p><b>materials:</b> vocabulary, images, manipulatives, text features, graphs, data, conventions</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>Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to <b>texts</b></p> <p><b>texts:</b> oral, visual, digital, etc.</p>



**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

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



**Aspect** – the overarching skill being developed



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

<b>Aspect</b>	<b>Communicates Ideas and Information - Represents, explains, and defends final product in context</b>		
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<b>Descriptor</b>	<p>Represents ideas and understanding clearly, using relevant learning area <b>materials</b> to support thinking and convey information</p> <p><b>materials:</b> vocabulary, images, manipulatives, text features, graphs, data, conventions</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>Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to <b>texts</b></p> <p><b>texts:</b> oral, visual, digital, etc.</p>