

Student Learning Progression Literacy Profile – K-2

Student: _____

DOB: _____

Date of Entry: _____ Re-entry: _____

Year	Grade	Teacher	Support Service Provider	Case Manager

The Student Learning Progression Literacy Profile (LPLP) provides a general guide for instructional planning, progress monitoring, and documentation of essential learning of literacy skills and concepts within and across grades. The skills and concepts listed have been integrated with consideration of a research-based learning progression for literacy and the Common Core State Standards at the designated grade levels. At the end of each school year, samples of student work could accompany this record if the Profile is passed on to the next year’s teacher or used for reporting to parents.

- Grade level literacy teams can begin using the Literacy Profile by examining descriptions of Progress Indicators (e.g., **E.RL.e** retelling or paraphrasing sequence of events, central ideas, and details from a range of stories) with the corresponding grade-level CC standards (e.g., **K.RL-2**) in order to develop appropriate instructional building blocks for each unit of study (selecting texts that increase in complexity, developing lesson sequences that move student along the learning continuum). Units of study typically encompass multiple Progress Indicators from several LPF strands (e.g., *Making Meaning at the Word Level, Reading Literary Texts, & Writing Literary Texts*).
- Next, develop or identify the major common assessments for each unit of study used during the school year, asking the question: **how can we best collect evidence of learning at different entry point along the learning progression?** These assessments should include summative and performance assessments used across all classrooms at the grade level as a starting point, assessing multiple skills described along the learning progression typically taken by most students.
- Additional evidence of learning, using on-going assessments (pre-assessments, formative assessments, teacher observations, etc.), mid-assessments, and classroom-specific unit assessments can be documented in the profile throughout the school year. The depth and breadth of assessments used will vary according to intended purpose.

DIRECTIONS for Documenting Progress along the Learning Progressions

I in the box to the left of the Progress Indicator indicates the skill/concept has been introduced, but the student has not yet demonstrated conceptual understanding or consistently applied the skills/concepts *in the context of applying them to various texts and text types*. It may be necessary to: scaffold instruction; re-teach the concept using another approach or another context/text; or re-assess acquisition of skills/concepts at earlier levels if not yet mastered. Administering on-going formative assessments is highly recommended to guide instructional planning and appropriate timing of the summative or interim assessments.

X in the box to the left of the Progress Indicator indicates the student has met expectations for this grade level, meaning that *there is sufficient assessment evidence* (assessment data from multiple formats – teacher observations, formative assessments, student work from performance tasks, etc.) to support this conclusion.

When collecting samples of student work (e.g., for parent conferences, progress monitoring), *label the student work* with the Literacy Profile indicator strand letters (“HD” – Habits & Dispositions; RL – Reading Literary texts; WI – Writing Informational texts; etc.) and include the Progress Indicator code for corresponding skills/concepts assessed with that assessment task. Also be sure the student work is dated. (Note that coding and ordering of the Progress Indicators (a-b-c- etc.) in the profile are for ease of use with the *Learning Progressions Framework (LPF) for ELA & Literacy** and relate to a general progression, NOT a specific intended, lock-step skill sequence. For example, many of the same skills and concepts will generally develop and be practiced again and again with different and increasingly more complex texts across a school year. Beginning with an optimal lesson sequencing planning tool (such as the LPF and Literacy Profile) can provide insights into how to best support students with smaller learning steps in order to attain the end-of-year skills and concepts articulated in the Common Core State Standards.

* Hess, Karin K. (Ed. & Principle author) (2011). Learning progressions frameworks designed for use with the *common core state standards in English language arts & literacy K-12*. Available [online]: http://www.nciea.org/publications/ELA_LPF_12%202011_final.pdf

The *Learning Progressions Frameworks (LPF)* was developed in 2010-2011 by national content experts, researchers, and master teachers from across the U.S. synthesizing empirical research and analyzing the Common Core State Standards in English Language Arts and Literacy in order to *describe how learning develops within an across grades*. The project was funded with support from the U.S. Dept of Education Office of Special Education Programs Grant number: H324U040001, The National Alternate Assessment Center (NAAC) at the University of Kentucky, The National Center for the Improvement of Educational Assessment (NCIEA), Dover, N.H, and a grant from the U.S. Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). A summary of key research ideas used to determine possible “optimal sequencing” of Progress Indicators in the LPF is provided for each of the 7 literacy strands. While not all strands and skills listed in the LPF are included in the Common Core State Standards, there is compelling research to suggest that learning (and focused instruction) in these areas is essential.

LPF Literacy strands	H D	<i>1-Literacy Habits & Dispositions</i> Is the student demonstrating greater independence and confidence when developing and applying literacy skills?	R W L	<i>2-Making Meaning at the Word Level</i> Does the student read flexibly, using a variety of strategies to make meaning – literal and interpretative - at the word/phrase level?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate independent skill acquisition: <i>"Making Meaning at the Word Level"</i>
Describe Evidence of Extending Skills					
Grades K, 1, 2 Learning Progression		E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked K.W-5 1.W-5 2.W-5			
		E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked		E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed K.L-6 1.L-6 2.L-6	
		E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) K.SL-2 1.RF-4c; 1.RL-1; 1.RI-1 2.RF-4c; 2.RL-1; 2.RI-1		E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary) K.L-4a, 5; K.RL-4 1.RF-4c; 1.L-4a, 5 2.RF-4c; 2.L-4a, 4e, 5	
		E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others K.RL-2, 10; K.RI-2, 10 1.SL-2; 2.SL-2		E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words K.RF-3c, 3d; K.RF-4 1.RF.3g; 1.RF.4a, 4b 2.RF.3f; 2.RF.4a, 4b	Record & Date Fluency Checks
		E.HD.c engaging in shared and independent /self-initiated reading and writing activities K.SL-1, 2 1.SL-1, 2 2.SL-1, 2		E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text) K.RF-3a, 3b; K.L-4 1.RF-3a-3f; 1.L-4b, 4c 2.RF-3a-3e; 2.L-4b, 4c, 4d	
		E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)		E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds) K.RF-2 1.RF-2	
		E.HD.a recognizing that reading should "make sense" and that writing "carries a message" K.SL-2		E.RWL.a acquiring understanding of new words from shared literacy activities K.L-4a, 5; K.RL-4; K.RI-4; K.SL-4 1.L-5; 1.SL-3; 1.RI-4 2.L-5	
Units & Assessments Used					

LPF Literacy strands	R L <i>3-Reading Literary Texts</i> To what extent does the student make meaning of and understand the unique genre features, structures, and purposes of literary texts?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate skill acquisition: <i>"Reading Literary Texts"</i>	R I <i>4-Reading Informational Texts</i> To what extent does the student make meaning of and understand the unique genre features, structures, and purposes of informational texts?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate skill acquisition: <i>"Reading Informational Texts"</i>
Describe Evidence of Transfer				
Grades K, 1, 2 Learning Progression	E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or authors' styles K.RL-5, 9 1.RL-5, 7, 9 2.RL-6, 7, 9		E.RI.1g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about... K.RI-8, 9 1.RI-8, 9 2.RI-6, 8	
	E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson) K.RL-7 1.RL-2, 6, 7 2.RL-2, 3, 6, 7		E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships) K.RI-3, 7; K.L-5 1.RI-3, 6; 1.L-5 2.RI-3, 9; 2.L-5	
	E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories K.RL-2 1.RL-2 2.RL-2, 3, 7		E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary) K.RI-5; K.SL-2 1.RI-5, 6, 7; 1.SL-2 2.RI-5, 7; 2.SL-2	
	E.RL.d identifying main characters, key events, a problem, or solution when prompted K.RL-1, 2, 3; K.SL-2 1.RL-1, 3, 7; 1.SL-2 2.RL-1, 3, 7; 2.SL-2		E.RI.d approaching informational texts with a question to answer; identifying key details and main topic K.RI-1, 2; K.SL-2 1.RI-1, 2; 1.SL-2 2.RI-1, 2; 2.SL-2	
	E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations; connects word meanings) K.RL-2, 6, 7; K.L-5 1.RL-1, 7; 1.L-5 2.RL-5; 2.L-5		E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information) K.RI-2, 7 1.RI-2, 7	
	E.RL.b demonstrating basic concepts of print (e.g., follows words/ pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences, book parts) K.RF-1 1.RF-1		E.RI.b demonstrating basic concepts of print (e.g., follows words/ pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts) K.RF-1 1.RF-1	
	E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed		E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed	
Units & Assessments Used				

LPF Literacy Strands	W L	W I	W P
	<p>5- Writing Literary Texts</p> <p><i>Can the student apply narrative strategies and text structures to create literary texts for varied purposes?</i></p>	<p>6- Writing Informational Texts</p> <p><i>Can the student apply organizational strategies, structures, and use of sources to explain or describe topics and ideas?</i></p>	<p>7- Writing Persuasively (Opinion Pieces)</p> <p><i>Can the student apply organizational strategies and use sources to analyze topics or texts in order to support a claim/opinion for varied audiences?</i></p>
Describe Evidence of Transfer			
Grades K, 1, 2 Learning Progression	<p>E.WLg with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics K.W-3, 5 (details); K.SL-4, 5; K.L-2 1.W-3, 5 (details); 1.SL-5; 1.L-2 2.W-3, 5 (revise /edit); 2.L-1, 2, 3</p>	<p>E.WLi with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics K.W-5 (details); K.SL-4, 5; K.L-2 1.W-2 (closure), 5 (details); 1.SL-5; 1.L-2 2.W-2 (closure), 5 (revise / edit); 2.L-1, 2, 3</p>	<p>E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics K.W-5 (details); K.SL-4, 5; K.L-2 1.W-2 (closure), 5 (details); 1.SL-5; 1.L-2 2.W-2 (closure), 5 (revise / edit); 2.L-1, 2, 3</p>
	<p>E.WLf organizing texts with title and focus (introduce who, what, why) & connecting problem-solution K.W-3, 5 1.W-3, 5 2.W-3, 5</p>	<p>E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i> K.W-2; K.L-1f 1.W-2; 1.SL-4, 6; 1.L-1j 2.W-2; 2.SL-4, 6; 2.L-1f</p>	<p>E.WP.g developing an opinion on a topic/ text with statements that connect the stated opinion (“You will think /agree this story is funny...”) in <i>several related sentences</i> with reasons and relevant details/supporting evidence for an authentic audience K.W-1; K.SL-4, 5; K.L-1f, 2, 6 1.W-1; 1.SL-4, 5, 6; 1.L-1j, 2, 6 2.W-1; 2.SL-2, 4, 6; 2.L-1f, 2, 6</p>
	<p>E.WLe writing about in a situation; describing characters by what they do, say, and think and what others say about them K.W-3, 5 1.W-3, 5 2.W-3, 5</p>	<p>E.WI.g presenting factual information describing subtopics of larger topics using sentences in <i>somewhat random order</i> (listing fact statements rather than connecting or relating ideas) K.W-2; K.SL-4; K.L-1f 1.SL-4; 1.L-1j 2.SL-4; 2.L-1f</p>	<p>E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text, and generating statements (in <i>somewhat random order</i>) connecting opinion with reasons and supporting evidence (e.g., I like winter because) K.W-1; K.SL-4, 5; K.L-1f, 2, 6 1.W-1; 1.SL-4, 5, 6; 1.L-1j, 2, 6 2.W-1; 2.SL-2, 4, 6; 2.L-1f, 2, 6</p>
	<p>E.WLd logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation K.W-3; K.SL-4, 5; K.L-1f, 2, 6 1.W-3; 1.SL-4, 5, 6; 1.L-1j, 2, 6 2.W-3; 2.SL-2, 4, 6; 2.L-1f, 2, 3, 6</p>	<p>E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing 1.W-8 2.W-8</p>	<p>E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation K.W-1; K.SL-4, 5; K.L-1f, 2, 6 1.W-1; 1.SL-4, 5, 6; 1.L-1j, 2, 6 2.W-1; 2.SL-2, 4, 6; 2.L-1f, 2, 6</p>
	<p>E.WLc telling a story/event using drawings with details, written words (nouns, names), & simple sentences; ‘reading back’ what they have written K.W-3; K.SL-4, 5, 6; K.L-1f, 2, 6 1.W-3; 1.SL-4, 5, 6; 1.L-1j, 2, 6 2.W-3; 2.SL-4, 6; 2.L-1f, 2, 3, 6</p>	<p>E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic K.W-6, 7, 8; K.SL-2, 3; K.RI-7 1.W-6, 7, 8; 1.SL-2, 3; 1.RI-6 2.W-6, 7, 8; 2.SL-2, 3; 2.RI-7</p>	<p>E.WP.d with support, using simple note-taking strategies to record and distinguish facts-opinions or reasons for-against a real-world topic (e.g., T-chart with reasons why people like/do not pizza) 1.W-8 2.W-8</p>
	<p>E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience K.W-3; K.SL-4, 5 1.SL-4, 5 2.SL-4</p>	<p>E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation K.W-2; K.SL-4, 5; K.L-1f, 2, 6 1.W-2; 1.SL-4, 5, 6; 1.L-1j, 2, 6 2.W-2; 2.SL-2, 4, 6; 2.L-1f, 2, 3, 6</p>	<p>E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads – convince you to buy, personal messages/letters- different purposes, include opinions) 1.RL-5 2.RI-6</p>
	<p>E.WLa generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (event, photo, text, daily writing log, etc.) K.W-3, 7, 8; K.SL-4, 5; K.L-6; RL-2 1.W-7, 8; 1.SL-1b, 2, 4, 5; 1.L-6 2.W-7, 8; 2.SL-2, 4; 2.L-6</p>	<p>E.WI.a describing information about a topic or text using drawings with details, written words (labels, names), and fact statements (e.g., “Spiders make webs”) and ‘reading back’ what they have written K.W-2; K.SL-4, 5; K.L-1f, 6; K.RI-2 1.W-2; 1.SL-4, 5, 6; 1.L-1j, 6; 1.RI-2 2.W-2; 2.SL-4, 6; 2.L-1f, 6; 2.RI-2</p>	<p>E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and ‘reading back’ what they have written. K.W-1; K.SL-4, 5; K.L-1f, 6 1.W-1; 1.SL-4, 5, 6; 1.L-1j, 6 2.W-1; 2.SL-4, 6; 2.L-1f, 6</p>
	<p>E.WLa generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (event, photo, text, daily writing log, etc.) K.W-3, 7, 8; K.SL-4, 5; K.L-6; RL-2 1.W-7, 8; 1.SL-1b, 2, 4, 5; 1.L-6 2.W-7, 8; 2.SL-2, 4; 2.L-6</p>	<p>E.WI.a generating ideas for using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, video, peers, etc.) K.W-2, 7, 8; K.SL-4, 5; K.L-6 1.W-7, 8; 1.SL-1b, 2, 4, 5; 1.L-6 2.W-7, 8; 2.SL-2, 4; 2.L-6</p>	<p>E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing) K.W-1, 7; K.SL-4, 5; K.L-6 1.W-7, 8; 1.SL-1b, 2, 4, 5; 1.L-6 2.W-8; 2.SL-2, 4; 2.L-6</p>
Units & Assessments Used			