



Literacy “I Can” Progression Ladders

Strand: Reading Informational Texts	
Anchor Skill 10: Read and comprehend complex literary and informational texts independently and proficiently	
Grade	“I Can” Student-Friendly Outcome:
11-12	I can read and comprehend grade eleven and above literary nonfiction proficiently, with scaffolding as needed at the high end of the range.
9-10	I can read and comprehend ninth or tenth grade level literary nonfiction proficiently, with scaffolding as needed at the high end of the range.
8	I can read and comprehend sixth through eighth grade level literary nonfiction independently and proficiently.
6-7	I can read and comprehend sixth through eighth grade level literary nonfiction proficiently, with support as needed at the high end of the range.
5	I can read and comprehend fourth and fifth grade level informational texts like history, social studies, and science independently.
4	I can read and comprehend fourth or fifth grade level informational texts like history, social studies, and science with support.
3	I can read and comprehend second and third grade level informational texts like history, social studies, and science independently.
2	I can read and comprehend second or third grade level informational texts like history, social studies, and science with support.
1	I can read informational texts on grade level with help.
K	I can actively participate in group reading activities with purpose and understanding.



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Literacy “I Can” Progression Ladders

Strand: Writing	
Anchor Skill 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Grade	“I Can” Student-Friendly Outcome:
11-12	I can use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
9-10	I can use technology to produce, publish, and update individual or shared writing products, using technology to link to other information and to display information flexibly and dynamically.
8	I can use technology to produce and publish writing and present the relationships between information and ideas, as well as to interact and collaborate with others.
7	I can use technology to produce and publish writing and link to and cite sources as, well as to interact and collaborate with others.
6	I can use technology to produce and publish a keyboarded three page paper while interacting and collaborating with others.
5	I can use technology to produce and publish a keyboarded two page paper while interacting and collaborating with others while getting some guidance and support from adults.
4	I can use technology to produce and publish a keyboarded one page paper while interacting and collaborating with others while getting some guidance and support from adults.
3	I can use technology to produce and publish writing using keyboarding skills, including interacting and collaborating with others, with help from adults.
1-2	I can use a variety of digital tools to produce and publish writing, including in a group, with help from adults.
K	I can explore a variety of digital tools to produce and publish writing, including in a group, with help from adults.



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Literacy “I Can” Progression Ladders

Strand: Speaking and Listening	
Anchor Skill 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Grade	“I Can” Student-Friendly Outcome:
11-12	I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, and assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
9-10	I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, and identify any false reasoning or exaggerated or distorted evidence.
8	I can delineate a speaker’s argument and specific claims, evaluate the soundness of the reasoning, relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.
7	I can describe a speaker’s argument and specific claims, and evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence provided.
6	I can describe a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
4	I can I identify the reasons and evidence a speaker provides to support particular points.
3	I can ask and answer questions about information from a speaker, offering details in my answers.
2	I can ask and answer questions about what someone says in order to gather additional information or deepen my understanding of a topic or issue.
1	I can ask and answer questions about what someone says in order to get additional information when I don’t understand something.
K	I can ask and answer questions in order to seek help or get information when I don’t understand something.



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Literacy “I Can” Progression Ladders

Strand: Language	
Anchor Skill 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Grade	“I Can” Student-Friendly Outcome:
9-12	I can use academic and content specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level, and gather more vocabulary knowledge about a word or phrase important to comprehension or expression.
6-8	I can use grade appropriate words and phrases that I learn through listening and reading, and gather more information about a word or phrase when it is important to understanding or expressing an idea.
5	I can use words and phrases that I learn through listening and reading, including words that help to contrast, add to ideas, and indicate a relationship.
4	I can use words and phrases that I learn through listening and reading, including words that describe actions or emotions, and that are basic to the topic being discussed.
3	I can use words and phrases that I learn through listening and reading, using words that describe space and time.
2	I can use words and phrases that I learn through listening and reading, using adjectives and adverbs to describe.
1	I can use words and phrases that I learn through listening and reading, connecting related ideas with linking words like because, and, but and or.
K	I can use words and phrases that I learn through listening and reading.

Adapted from www.corestandards.org



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