Student Learning Progression Literacy Profile – Grades 3-4

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.I using supporting evidence to analyze character development and character traits) with the corresponding grade-level CC standards (e.g., 4.RL-3) 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

/ 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 ongoing 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.

LPF Literacy strands	H D	1-Literacy Habits & Dispositions Is the student demonstrating greater independence and confidence when developing and applying literacy skills?	R W L	2-Making Meaning at the Word Level 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: "*Making Meaning at the Word Level*"
Describe Evidence of Extending Skills					
Grades 3 & 4 Learning Progression		E.HD.m setting personal reading/ writing goals based on feedback and taking steps to meet goals			
		E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-on-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing) 3.W-5 4.W-5		E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts 3.LS.5a; 3.RL-4; 3.RI-4 4.L.5a, 5b; 4.RL-4; 4.RI-4	
		E.HD.k deepening exposure to favorite authors/topics/genres and explaining or supporting preferences		E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed 3.RF.4a; 3.L-5b, 6; 3.RI-4 4.L-6 ; 4.RI-4	
		E.HD.j using self-monitoring talk ("*I think…*", "*This reminds me of…, This was about…*") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension 3.RF-3, 4c 4.RF-3, 4c		E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary) 3.RF.4; 3.L.4a, 4d, 5c 4.RF-4; 4.L.4, 5c	
		E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections) 3.SL-1c, 1d 4.SL-1c, 1d		E.RWL.h reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words 3.RF.3d; RF-4a, 4b 4.RF-4a, 4b	Record & Date Fluency Checks Oral reading Silent reading
		E.HD.h self-selecting texts at own reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)		E.RWL.g applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning 3.RF-3a, 3b, 3c; 3.L.4b, 4c 4.RF-3	
Units & Assessments Used					

LPF Literacy strands	R L	3-Reading Literary Texts 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: *"Reading Literary Texts"*	R I	4-Reading Informational Texts 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: *"Reading Informational Texts"*
Describe Evidence of Transfer						
Grades 3 & 4 Learning Progression		**E.RL.m** describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts 3.RL-4, 6, 7, 9 4.RL-4, 6, 7, 9			**E.RI.n** analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning 3.RI-2, 8 4.RI-2, 8; 4.SL-3	
		E.RL.l using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions) 3.RL-3, 7 4.RL-3			**E.RI.m** using a variety of sources to research a topic; determining relevance of information; making connections within or across texts 3.RI-2, 5, 9; 3.SL-2 4.RI-2, 9; 4.SL-2	
					E.RI.l using evidence to show how graphics/ visuals support central ideas 3.RI-5, 7 4.RI-7	
		E.RL.k identifying central ideas and key details to derive author's purpose, message or theme 3.RL- 2 4.RL-1, 2			**E.RI.k** using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts 3.RI-2, 6, 9; 3.SL-2, 3 4.RI-2, 3, 6, 8; 4.SL-2, 3	
		E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective 3.RL-5, 9 4.RL-5, 6			**E.RI.j** attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare-contrast, cause-effect) 3.RI-3, 7, 8 4.RI-5, 7	
		E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions 3.RL-2, 3, 6, 7; 3.SL-2 4.RL.1, 2, 3; 4.SL-2			**E.RI.i** identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information 3.RI-1, 2; 3.SL-2 4.RI-1, 2, 3; 4.SL-2	
		E.RL.h describing relationships among characters, setting, key events, and conflicts 3.RL-1, 3; 3.SL-2 4.RL-1, 3; 4.SL-2			**E.RI.h** locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding 3.RI-1, 5, 7 4.RI-1, 7	
Units & Assessments Used						

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LPF Literacy Strands	WL	5- Writing Literary Texts *Can the student apply narrative strategies and text structures to create literary texts for varied purposes?*	WI	6- Writing Informational Texts *Can the student apply organizational strategies, structures, and use of sources to explain or describe topics and ideas?*	WP	7- Writing Persuasively (Opinion Pieces) *Can the student apply organizational strategies and use sources to analyze topics or texts in order to support a claim/opinion for varied audiences?*
Describe Evidence of Transfer						
Grades 3 & 4 Learning Progression		**E.WL.o** revising full texts from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity 3.W-3, 4, 5; 3.L-1i, 3, 4, 5 4.W-3, 4, 5; 4.SL-5; 4.L-1f, 3, 4, 5		**E.WI.s** revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components 3.W-2, 4, 5 (revise); 3.L-1i, 3, 4, 5 4.W-2, 4, 5 (revise); 4.SL-5; 4.L-1f, 3, 4, 5		**E.WP.p** revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback 3.W-1, 4, 5 (revise); 3.L-1i, 3, 4, 5 4.W-1, 4, 5 (revise); 4.SL-5; 4.L-1f, 3, 4, 5
		E.WL.n with (peer/adult) support, editing for clarity and meaning: grade-appropriate spelling, punctuation and capitalization, sentence types 3.W-5; 3.L-1, 2 4.W-5; 4.L-1, 2		**E.WI.r** with (peer/adult) support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types 3.W-5 (edit); 3.L-1, 2 4.W-5 (edit); 4.L-1, 2		**E.WP.o** with (peer/adult) support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types 3.W-5 (edit); 3.L-1, 2 4.W-5 (edit); 4.L-1, 2
		E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned or message 3.W-3d 4.W-3e		**E.WI.q** writing a conclusion or concluding statement that links back to the focus 3.W-2d; 3.RI-2 4.W-2e; 4.RI-2, 8		**E.WP.n** writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons 3.W-1d 4.W-1d
		E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions 3.W-3b-c; 3.L-1i 4.W-3b-d; 4.L-1f		**E.WI.p** incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing 3.W-2a; 3.RI-7 4.W-2a; 4.SL-4; 4.RI-7		**E.WP.m** stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.) 3.W-1b,1c, 4; 3.SL-4; 3.L-1i 4.W-1b,1c, 4; 4.SL-4; 4.L-1f
				E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types 3.W-2, 4; 3.SL-4; 3.L-1i; 3.RI-2, 3 4.W-2, 4; 4.SL-4; 4.L-1f; 4.RI-2, 3		
		E.WL.k taking and sustaining a point of view as storyteller (narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description 3.W-3a-c 4.W-3a-d		**E.WI.n** selecting *relevant* facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary 3.W-2a, b, 8; 3.SL-4; 3.L-6; 3.RI-4 4.W-2a,b, 9; 4.SL-4; 4.L-6; 4.RI-4		**E.WP.l** selecting *relevant* facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary 3.W-1a, 1b, 8; 3.SL-4; 3.L-6; 3.RI-4 4.W-1a, 1b, 9; 4.SL-4; 4.L-6; 4.RI-4
		E.WL.j writing an introduction of several sentences/lines that sets the context/ situation & 'hooks' readers (e.g., lead with action, dialogue) 3.W-3a; 3.L-1i 4.W-3a; 4.L-1f		**E.WI.m** writing an introduction of several sentences that sets the context and states a focus/ controlling idea about a topic/ subtopics (e.g., "Many sports can be played outside in winter.") 3.W-2a; 3.L-1i; 3.RI-2 4.W-2a; 4.L-1f; 4.RI-2		**E.WP.k** writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/ author of book) and states a focus (opinion)/ controlling idea about a topic/ text 3.W-1a; 3.L-1i; 3.RL-2; 3.RI-2 4.W-1a; 4.L-1f; 4.RL-2; 4.RI-2
		E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution) 3.W-3a, 8; 3.RL-2, 3 4.W-3a, 8; 4.RL-1, 2, 3		**E.WI.l** using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/ effect, question/answer) relating topic/ subtopics to evidence, facts 3.W-2b,c, 7, 8; 3.RI-2, 3 4.W-2b,c, 7, 8, 9; 4.RI-1, 2, 3		**E.WPj.** developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets) 3.W-1b,7, 8; 3.RL-2, 3; 3.RI-2 4.W-1b, 7, 8, 9; 4.RL-1, 2, 3; 4.RI-1, 2
				E.WI.k locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources 3.W-7, 8; 3.SL-2; 3.RI- 5, 7, 9 4.W-7, 8, 9; 4.SL-2; 4.RI-1, 7, 9		
		E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions) 3.W-5; 3.SL-1d, 3; 3.L-3, 6 4.W-5, 9; 4.SL-1d, 3; 4.L-3, 6		**E.WI.j** generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions) 3.W-5; 3.SL-1d, 3; 3.L-3, 6 4.W-5; 4.SL-1d, 3; 4.L-3, 6		**E.WP.i** generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for-against with peers; analyze mentor texts – ads, book/movie reviews, letters to editor) 3.W-5; 3.SL-1d, 3; 3.L-3, 6 4.W-5; 4.SL-1d, 3; 4.L-3, 6
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