

Student Learning Progression Literacy Profile – Grades 7 - 8

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., **M.RL.k** identify use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explain how they advance the plot or impact meaning) with the corresponding grade-level CC standards (e.g., **8.RL-3, 4**) 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: "Making Meaning at the Word Level"
Describe Evidence of Extending Skills					
Grades 7-8 Learning Progression				M.RWL.l analyze intent or impact of language used (e.g., what impact does this word/phrase have on the reader?) 7.RL-4; 7.RI-4 8.RL-4; 8.RI-4	
				M.RWL.k interpret use of words/ phrasing (e.g., figurative, symbolic, sensory) 7. L-5a; 7.RL-4; 7.RI-4 8. L-5a; 8.RL-4; 8.RI-4	
				M.RWL.j utilize specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary 7.L-4c 8.L-4c	
		M.HD.j use reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence) 7.SL-1d 8.SL-1d		M.RWL.i integrate grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking 7.L-6; 7.RI-4 8.L-6; 8.RI-4	
		M.HD.i sustain efforts to complete complex reading or writing tasks; seek out assistance, models, sources, or feedback to improve understanding or refine final products 7.W-5 8.W-5		M.RWL.h use word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical) 7.L-4c; 7.RL-4 8.L-4c; 8.RL-4	
		M.HD.h develop a deepening awareness and raise questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons) 7.SL-2, 3 8.SL-2, 3		M.RWL.g make conceptual connections between known and unknown words, using word structure, word relationships, or context 7.L-4a, 4b, 4d, 5b 8.L-4a, 4b, 4d, 5b	
		M.HD.g expand options for reading for pleasure and for academic learning to include new genres, topics, and sources (e.g., newspapers, online/digital media, magazines, historical, scientific, or technical texts) 8.W-7		M.RWL.f use connotations and denotations of words to extend and deepen definitional understanding 7.L-4a, 5c; 7.RL-4; 7.RI-4 8.L-4a, 5c; 8.RL-4; 8.RI-4	
Units & Assessments Used					Record & Date Fluency Checks Oral reading (O) or (S) Silent reading

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 7-8 Learning Progression	M.RL.m use supporting evidence to evaluate and respond to a range of literature using given criteria 7.RL-6, 7, 9; 7.L-5a 8.RL-6, 7, 9; 8.L-5a			
	M.RL.l use supporting evidence to analyze or compare texts according to text structure, genre features, or author's style or tone 7.RL-5, 7, 8 8.RL-5, 7, 8		M.RI.l compare or integrate information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolve conflicting information 7.RI-7, 9 8.RI-9	
	M.RL.k identify use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explain how they advance the plot or impact meaning 7.RL-3, 4 8.RL-3, 4		M.RI.k use supporting evidence to analyze and explain why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole 7.RI-2, 5, 6, 8 8.RI-2, 5, 6, 8	
	M.RL.j use supporting evidence to identify and analyze how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme 7.RL-2, 3 8.RL-2, 3		M.RI.j use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas) 7.RI-1, 2, 3, 9 8.RI-1, 2, 3, 9	
	M.RL.i use a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) 7.RL-1, 2 8.RL-1, 2		M.RI.i utilize knowledge of text structures and genre features to locate, organize, or analyze important information 7.RI-5 8.RI-5	
	M.RL.h flexibly use strategies to derive meaning from a variety of texts and literary mediums 7.RL-4; 7.L-4, 5a, 5c 8.RL-4; 8.L-4, 5a, 5c		M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print informational texts 7.RI-4; 7.L-4, 5a; 7.SL-2 8.RI-4; 8.L-4, 5a; 8.SL-2	
Units & Assessments Used				

LPF Literacy Strands	W L <i>5- Writing Literary Texts</i> <i>Can the student apply narrative strategies and text structures to create literary texts for varied purposes?</i>	W I <i>6- Writing Informational Texts</i> <i>Can the student apply organizational strategies, structures, and use of sources to explain or describe topics and ideas?</i>	W P <i>7- Writing Persuasively (Augments/Critiques)</i> <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>
Describe Evidence of Transfer			
	M.WL.p apply editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader 7.W-3, 4, 5; 7.L-1, 2, 3, 4c, 5, 6 8.W-3, 4, 5; 8.L-1, 2, 3, 4c, 5, 6	M.WI.o apply editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: make judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited 7.W-2, 4, 5; 7.SL-4, 5; 7.L-1, 2, 3, 4c, 4d, 6; 7.RI-4 8.W-2, 4, 5; 8.SL-4, 5; 8.L-1, 2, 3, 4c, 4d, 6; 8.RI-4	M.WP.o apply editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/ complexity) and revision strategies to full texts that clarify intent and meaning: make judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections) 7.W-1, 4, 5; 7.SL-4, 5; 7.L-1, 2, 3, 4c, 4d, 6; 8.W-1, 4, 5 8.SL-4, 5; 8.L-1, 2, 3, 4c, 4d, 6
Grades 7-8 Learning Progression	M.WL.o write a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about 7.W-3e 8.W-3e	M.WI.n draw and state conclusions by synthesizing information and summarizing key points that link back to focus/thesis 7.W-2f; 7.SL-3; 7.RI-2 8.W-2f; 8.SL-3; 8.RI-2	M.WP.n draw and state conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition 7.W-1e; 7.SL-3 8.W-1e; 8.SL-3
	M.WL.n refine overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.) 7.L-3, 5, 6 8.L-3, 5, 6	M.WI.m select relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea 7.W-2a, 2b, 9; 7.SL-4, 5; 7.RI-1 8.W-2a, 2b, 9; 8.SL-4, 5; 8.RI-1	M.WP.m utilize emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining a authoritative stance and consistent discourse style and voice 7.W-1c, 1d; 7.L-3, 5c 8.W-1c, 1d; 8.L-3, 5c
	M.WL.m use dialogue to advance the plot or theme 7.W-3a – 3d 8.W-3a – 3d	M.WI.l include precise language, specialized domain-specific vocabulary, and maintain a knowledgeable stance and consistent (formal) style and voice 7.W-2d, 2e; 7.L-3, 5c; 7.RI-4 8.W-2d, 2e; 8.L-3, 5c; 8.RI-4	M.WP.l select and organize relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience 7.W-1a, 1b 8.W-1a, 1b
	M.WL.i select details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response 7.W-3a – 3d; 7.L-4c 8.W-3a – 3d; 8.L-4c		
	M.WL.k sustain point of view, style, and text structure(s) appropriate to purpose and genre; use transitional devices to control pacing or add interest (e.g., flashback, foreshadowing) 7.W-3a – 3d 8.W-3a – 3d	M.WI.k select text structure(s) and transitions appropriate to organizing and develop information to support the focus/controlling idea/thesis 7.W-2a, 2c; 7.RI-2, 5 8.W-2a, 2c; 8.RI-2, 5	M.WP.k establish a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented 7.W-1a 8.W-1a
	M.WL.j set the context and tone (e.g., an opening lead to ‘hook’ readers) and establish a point of view and discourse style 7.W-3a 8.W-3a	M.WI.j analyze information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue 7.W-2a, 9; 7.RI-9 8.W-2a, 9; 8.RI-9	M.WP.j use varied (credible) sources and locate relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/POV 7.W-7, 8, 9; 7.SL-3; 7.RI-7, 8, 9 8.W-7, 8, 9; 8.SL-3; 8.RI-7, 8, 9
	M.WL.i employ strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style 7.W-9; 7.RL-2, 3, 6, 9 8.W-9; 8.RL-2, 3, 6, 9	M.WI.i independently locate information from multiple reference sources (print and non-print) to obtain information on a topic; validate reliability of references, and list/cite them using an established format 7.W-7, 8, 9; 7.SL-2; 7.RI-7, 9 8.W-7, 8, 9; 8.SL-2; 8.RI-9	M.WP.i use strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts – political cartoons, literary critiques, speeches, propaganda techniques) 7.W-7, 8, 9; 7.SL-1d, 2, 3, 4; 7.RI-8 8.W-7, 8, 9; 8.SL-1d, 2, 3, 4; 8.RI-8
Units & Assessments Used			