



Strengths-Based Literacy Progression Ladders

What to do: Use these progression ladders in out-of-school time literacy activities to help staff and students identify the standards and key skills for different literacy strands at each grade level. Focus the work on strengths with the “I can” format.

Why it matters: Knowing what’s expected at each grade level helps staff have consistent and realistic expectations and provides them guidance when generating lessons and activities. Having this information gives students a target for what they’re trying to achieve and lets them see where they’ve been and where they’re headed next.

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 11 and above literary nonfiction proficiently, with scaffolding as needed at the high end of the range.
9-10	I can read and comprehend grades nine through 10 literary nonfiction proficiently, with scaffolding as needed at the high end of the range.
8	I can read and comprehend grades six through eight literary nonfiction independently and proficiently.
6-7	I can read and comprehend grades six through eight literary nonfiction proficiently, with support as needed at the high end of the range.
5	I can read and comprehend grades four and five informational texts like history, social studies, and science independently.
4	I can read and comprehend grades four or five informational texts like history, social studies, and science with support.
3	I can read and comprehend grades two and three informational texts like history, social studies, and science independently.
2	I can read and comprehend grades two or three 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.



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; to link to other information; and to display information flexibly and dynamically.
8	I can use technology to produce and publish writing, to present the relationships between information and ideas, and to interact and collaborate with others.
7	I can use technology to produce and publish writing, to link to and cite sources, and to interact and collaborate with others.
6	I can use technology to produce and publish a three-page paper and to interact and collaborate with others as needed.
5	I can use technology to produce and publish a two-page paper and to interact and collaborate with other students as needed under moderate guidance and support from adults.
4	I can use technology to produce and publish a one-page paper and to interact and collaborate with other students as needed under moderate guidance and support from adults.
3	I can use technology and my emerging keyboard skills to produce and publish writing assignments that include interacting and collaborating with other students as needed with some help from adults.
1-2	I can use a variety of digital tools to produce and publish writing alone or in a group of students with help from adults.
K	I can explore a variety of digital tools to produce and publish writing alone or in a group with help from adults.

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 I can 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 I can identify any false reasoning and 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 I can 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 and distinguish claims that are supported by reasons and evidence from claims that are not.
5	I can summarize the points a speaker makes and explain the reasons and evidence supporting each claim.
4	I can identify the reasons and evidence a speaker provides to support particular points.
3	I can ask and answer questions about information from a speaker and offer details in my answers.
2	I can ask and answer questions about what someone says to gather additional information or deepen my understanding of a topic or issue.
1	I can ask and answer questions about what someone says to get additional information when I don't understand something.
K	I can ask and answer questions about what someone says to seek help or information when I don't understand something.

Strand: Language

Anchor Skill 6: Acquire and accurately use 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 words and phrases that I learn through listening and reading and gather more information about a word or phrase when it's 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, 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 central to the topic being discussed.
3	I can use words and phrases that I learn through listening and reading, including words that describe space and time.
2	I can use words and phrases that I learn through listening and reading and use adjectives and adverbs to describe.
1	I can use words and phrases that I learn through listening and reading and connect related ideas with linking words, like <i>because</i> , <i>and</i> , <i>but</i> , and <i>or</i> .
K	I can use words and phrases that I learn through listening and reading.

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