

READING LEARNING PROGRESSIONS—LEARN MORE

About the Reading Learning Progressions

The Rand Study *Achieving State and National Literacy Goals* (McCombs 2005) reminds us that the US economy today demands a universally higher level of literacy achievement than at any other time in history, and it is reasonable to believe that the demand for a literate populace will increase in the future. The Reading Learning Progressions address key aspects of those literacy demands.

A leading expert in the field of learning progressions notes: “A well-constructed learning progression presents a number of opportunities to teachers for instructional planning. It enables teachers to focus on important learning goals in the domain, centering on what the student will learn rather than what the student will do (i.e., the learning activity). In planning instruction the learning goal is identified first, and the sequence of activities or experiences that teachers will use to enable students to meet the goal is connected to the goal.” “A progression also helps teachers see connections between what comes before and after a specific learning goal, both in the short and long term.” (Heritage 2008)

References

Heritage, M. (2008, February). *Learning Progressions: Supporting Instruction and Formative Assessment*. Washington, DC: Chief Council of State School Officers.

McCombs, Jennifer Sloan et al. 2005. *Achieving State and National Literacy Goals, a Long Uphill Road. A Report to Carnegie Corporation of New York*. The RAND Corporation.

What Are the Reading Learning Progressions?

The Reading Learning Progressions identify the continuum of reading strategies, behaviors, and skills needed for students to become accomplished and capable readers. The continuum begins with emergent reading and progresses to the level of reading ability required for college and career.

The Reading Learning Progressions include focus skills—skills that are critical at key points in the development path. It connects these skills with prerequisite and other related skills. The Reading Learning Progressions also include resources to support reading development and guidance to help students become successful readers. The progressions are based on five reading domains:

- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Analyzing Literary Text
- Understanding Author’s Craft
- Analyzing Argument and Evaluating Text

The progressions are research-based, supported by student data, and developed in consultation with leading experts in the field of reading instruction and learning progressions.

The Search feature allows the progressions to be viewed from multiple perspectives. One perspective organizes the information according to the domain progressions. This view highlights the continuum of growth from grade to grade within a domain. Another perspective organizes the information by grade. The view shows the skills and strategies in all five domains at that grade level.

The Reading Learning Progressions give you guidelines and information for providing your students with coherent, progression-based reading instruction and practice that emphasizes key reading strategies and skills.

Key Features of the Reading Learning Progressions

Key features of the Reading Learning Progressions work together to identify the continuum; clarify the connections of strategies, skills, and behaviors; and support the development of reading. These key features are described below.

- **Domains**—The progressions address Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text.
- **Grade-level domain expectation**—Each domain has a description of the grade-level expectation for that domain at each grade level, from kindergarten through grade 12.
- **Grade-level skill statements**—Specific statements identify the skill expectations in each grade (from kindergarten through grade 12) for skills in each domain.
- **Focus skills**—Focus skills are the most critical reading skills for a student to learn at a grade level. They are key building blocks in a student's ability to read and comprehend. Students need to have proficiency with the focus skills to be successful in reading at their grade levels and to progress in the grades that follow.
- **Focus skill elements**—Each focus skill has information that supports teaching about and learning the skill. The following information is provided:
 - **Content-Area Vocabulary**—Identifies the content-area vocabulary your students need for understanding the skill. Before addressing the skill, ask yourself, "Does my student understand the vocabulary related to the skill?"
 - **Conceptual Knowledge**—Identifies the concepts needed as a foundation for becoming proficient with the skill. Ask yourself, "Does my student understand these concepts? How can I build conceptual knowledge in this area?"
 - **Linguistic Competencies**—Identifies the language skills related to and needed for development of the reading skill. Ask yourself, "Does my student demonstrate these language capabilities in everyday speech and writing?"
 - **ELL Support**—Provides strategies and suggestions for supporting students with English language learning needs.

How do the Reading Learning Progressions relate to state standards?

The Reading Learning Progressions are not an additional set of skills to teach alongside state standards. Generally, the skills identified in the progressions are already indicated in your standards and curriculum materials. The Reading Learning Progressions provide a different view, a continuum of interrelated development of strategies, skills, and behaviors. Thus, Reading Learning Progressions lead to an understanding of the core ideas of a domain from their least to most sophisticated manifestation. Additionally, the identification of focus skills pinpoints key areas at each grade level.

How will you benefit from using the Reading Learning Progressions?

Each day you are faced with decisions on how to help your students become better readers. What area of learning should you focus on next? Are your students prepared for learning that new skill/area? What if a student is not successfully meeting grade-level expectations? What skills is the student missing? What if a student is capable of working ahead? The Reading Learning Progressions provide the information you need for making effective instructional decisions and for adjusting instruction to meet the needs of students at different achievement levels.

How to Find Reading Learning Progressions

Going to the Learning Progressions

To go to the Reading Learning Progressions, do one of the following:

- Click **Learning Progressions** on the STAR Reading™ Enterprise Home page.
- Click **Reading Learning Progressions** on the STAR Reading Resources page.
- When viewing an Instructional Planning Report, click **View Learning Progressions** in the header area above the report.

Searching for Skills and Related Information and Resources

Using the Grades and Domains Tab

Check one or more grades **A** and/or Domains **B** that you are interested in. Then, click **Search**.

The screenshot shows the 'Grades and Domains' search tab. At the top, there are two tabs: 'Grades and Domains' (selected) and 'Keyword'. Below the tabs, the text reads 'Search by Grade and Domain, together or individually'. There are two columns of checkboxes: 'Grades' and 'Domains'. In the 'Grades' column, 'Grade 5' is checked and marked with a blue circle 'A'. In the 'Domains' column, 'Word Knowledge and Skills' and 'Comprehension Strategies and Constructing Meaning' are checked and marked with a blue circle 'B'. A 'Search' button is located at the bottom left of the search area.

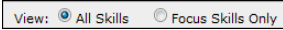
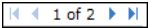




Using the KeyWord Tab

Click the **Keyword** tab **C**, then enter a word to search for **D**. If necessary, select a specific grade from the drop-down list **E** or leave **All Grades** selected. Click **Search**.

The screenshot shows the 'Keyword' search tab. At the top, there are two tabs: 'Grades and Domains' and 'Keyword' (selected and marked with a blue circle 'C'). Below the tabs, the text reads 'Search by keyword (e.g., plot, character)'. There is a text input field marked with a blue circle 'D' and a 'Search' button. To the right of the input field is a 'Grades' dropdown menu set to 'All Grades', marked with a blue circle 'E'. A 'Learn More' link is visible in the top right corner.

Tips for Using the Search Results

The search results list the matching skills.

- If you searched for grades, but not domains, or if you did a keyword search, click an option above the search results to choose whether to see All Skills or Focus Skills Only. (If you searched by grade and domain, only focus skills are shown in the results.) 
- If there are many results, they will be split into more than one page. Click the arrows or page numbers to go between the results pages. 
- For Focus Skills in the results, click  to the left of the skill to see more information. Once you've done this, you can click  to print the information.
- Click  to open a teacher activity for a skill.
- Click  to view a sample item.
- To change your search criteria, click **Modify Search**.