LITERACY PROGRESSIONS

Alberta Education defines literacy as follows: **Literacy** involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning, using oral, written, visual, and multimedia sources. Literacy is embedded in learning across all subject areas. It is foundational, allowing students to live, learn, and work as knowledgeable, active participants in a democratic society. The Literacy Progressions identify knowledge and behaviours that students may demonstrate by the end of each divisional age range.

	Kindergarten (ages 4–5)	Division 1 (ages 6–8)	Division 2 (ages 9–11)
Awareness Students develop awareness of the literacy skills required to engage in tasks or to make decisions.			
Purpose	Children recognize that language is all around them and provides enjoyment.	Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.	Students recognize how literacy enhances learning opportunities and provides enjoyment.
Participation	Children participate in guided activities that model how being literate enables them to participate in local and global communities.	Students, with guidance, recognize how being literate enables them to participate in local and global communities.	Students recognize how being literate enables them to participate in local and global communities.
Personal Insight	Children participate in guided activities that model how to think about their literacy strengths and how they can regulate their learning.	Students, with guidance, identify their literacy strengths and how they can regulate their learning.	Students identify and describe their literacy strengths and challenges. With some guidance, they regulate their learning.
Task Analysis	Children participate in guided activities that model how to identify the literacy skills needed to complete a task.	Students identify the literacy skills needed to complete a task.	Students analyze a task and identify the literacy skills needed to complete it.

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Rules of Language Students use rules of language to acquire, construct, and communicate meaning.			
Word Formation	Children know the relationship between letters and sounds.	Students know how letter sounds and letter patterns form words (e.g., common affixes, basic compound words).	Students know how parts of words can be used to form new words (e.g., compound words, basic Greek and Latin roots and affixes).
Conventions	Children understand that oral language has a grammatical structure.	Students begin to understand and use conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate texts.	Students understand and use conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate oral, print, or digital texts.
Acquire Information Students use efficient and effective strategies to acquire, evaluate, and ethically use information.			
Develop Questions	Children share personal questions or a purpose to collectively explore topics and search for information.	Students, through guided activities, determine a purpose for their information search and develop questions to explore topics and search for useful sources of information.	Students determine a purpose for their information search and develop questions to focus their search and select appropriate sources.
Access	Children recognize that information comes from more than one source.	Students gather information from a limited number of sources to respond to a problem, question, or topic.	Students select, sort, and analyze information from a variety of sources to respond to a problem, question, or topic. With guidance, students identify gaps to determine further information needs.

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Evaluate	Children, through guided activities, evaluate information by identifying what is real and imaginary and by asking and answering questions.	Students, with guidance, evaluate information by identifying fact and fiction, determining relevant and irrelevant information, and considering the intent of the message.	Students evaluate information from several sources by identifying fact and fiction, determining relevant and irrelevant information, and considering the intent of the message or the point of view.
Ethical Use	Children, through guided activities, recognize that authors and illustrators, including themselves, are creators of oral, print, and digital texts.	Students recognize that all oral, print, and digital texts are owned by their creators.	Students respect and acknowledge the ownership of oral, print, and digital texts.
Construct Meaning Students use efficient and effective strategies to construct meaning.			
Background Knowledge	Children share personal experiences and, with guidance, connect them to relevant ideas or topics.	Students make connections to their background knowledge to support understanding of a new idea or topic.	Students make connections to background knowledge and, with guidance, identify gaps to explore new information.
Vocabulary	Children use familiar, high-frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g., school-related words).	Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life cycle, province).	Students acquire and use precise and descriptive vocabulary, general academic vocabulary (e.g., identification, definition), and subject/discipline-specific vocabulary (e.g., pulley, ecosystem) related to learning experiences.

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Text Organization	Children begin to recognize that authors organize texts in different ways.	Students know that texts are organized in different ways based on their purpose.	Students know that conventional and digital texts are organized in different ways (e.g., purpose, audience, delivery mode) and begin to use this knowledge to support comprehension.
Comprehension Strategies	Children participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts.	Students develop and use strategies when viewing, listening to, and interacting with texts.	Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.
Communicate Meaning Students communicate to convey concepts, ideas, and understandings.			
Clarity	Children explore various ways to present and share ideas and information.	Students present ideas or information in a logical and clear manner, with some details.	Students present ideas or information in a logical and clear manner and begin to use effects to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary).
Audience	Children, with guidance, adjust oral language to interact appropriately with peers and adults.	Students adjust oral and written language, as appropriate, when communicating with peers and adults (e.g., to respect social/cultural practices, formal and informal situations).	Students adjust oral and written language, tone, and formality, as appropriate, when communicating with peers and adults (e.g., to respect social/cultural practices, formal and informal situations).
Intent	Children express meaning in various ways.	Students organize texts for different purposes (e.g., to inform, persuade, or entertain).	Students organize texts according to their purpose or intent.

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Modes and Media	Children explore a variety of modes and media.	Students explore how diverse modes and media represent and communicate ideas and experiences. They choose modes and media to share.	Students identify how the different qualities of diverse modes and media represent and communicate ideas, experiences, understandings, and concepts. They use diverse modes and media to share and present.
Media Influence		Students explore how media can evoke emotions.	Students recognize how media can be used to evoke emotions.