About Core Progress Reading

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. Core Progress Reading is a research-based and empirically validated reading learning progression that addresses key aspects of literacy achievement.

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**


**What Is Core Progress Reading?**

Core Progress Reading is a learning progression that identifies the continuum of reading strategies, behaviors, and skills needed for students to be accomplished and capable readers. The continuum begins with emergent reading and progresses to the level of reading ability required for college and career readiness.

Core Progress Reading identifies focus skills—skills that are critical at key points in the development path. It connects these skills with prerequisite and other related skills. Core Progress Reading includes resources to support reading development and guidance to help students become successful readers.

Core Progress Reading gives you guidelines and information for providing your students with coherent, progression-based reading instruction and practice that emphasizes key reading strategies and skills.

Domain Hierarchy—The domains in the learning progression have the following hierarchical structure:

1. Foundational Skills
2. Literature
3. Informational Text
4. Language

Each domain contains skill statements describing the necessary skills as well as identifying prerequisite skills.
Key Features of Core Progress Reading

Key features of Core Progress Reading work together to clarify the continuum of skills, display connections of skills to strategies and behaviors, and support the development of reading. These key features are described below.

- **Domains**—Each domain presents the progression of skills within a specified area, such as Key Ideas and Details for Literature or Informational Text, to more readily show the growth continuum in a specific area of reading development.

- **Grade-level domain statements**—Each domain has a grade-level domain statement for each area within the domain, from kindergarten through grade 12, describing the desired level of student understanding by the end of the year.

- **Skill statements**—Specific statements summarize the skill expectations in each grade (from kindergarten through grade 12) 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.

- **Skill elements table**—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. The information is designed to address questions educators may have about vocabulary, such as “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. The information is designed to address questions educators may have about skill concepts, such as “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. The information is designed to address questions educators may have about language, such as “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 does Core Progress Reading relate to state standards?

The skills in Core Progress Reading are not an additional set of skills to teach in addition to state standards. Generally, the skills identified in the progression are already indicated in your standards and curriculum materials. Core Progress Reading provides a different view, a continuum of interrelated development of strategies, skills, and behaviors. Thus, Core Progress Reading leads 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 Core Progress Reading learning progression?**

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 that new learning? 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? Core Progress Reading provides the information you need for making effective instructional decisions and differentiating for the needs of students at different achievement levels.

**How to View Suggested Core Progress Skills in STAR Early Literacy and STAR Reading Enterprise**

Once students have taken a STAR Early Literacy or STAR Reading Enterprise test, you can view suggested skills from the Core Progress Learning Progression within the Record Book.

For a single student, the suggested skills are based on the student's Scaled Score; for an instructional group of students, the skills presented are based on the median Scaled Score of the students in that group.

Follow these steps to see the suggested skills:

1. On the Renaissance Place Home page, under STAR Early Literacy or STAR Reading, click **Record Book** (A or B). You can also get to the Record Book from the STAR Early Literacy Enterprise Home page or the STAR Reading Enterprise Home page by clicking Record Book in the Important Features section at the top of the page C.
2. If you want to view suggested skills for one student, click the student's name in the Record Book. Then, on the Student Details page, click **View Suggested Skills**.

3. If you want to view suggested skills for an instructional group that you have set up in the Record Book, click the **Sort By** drop-down list and choose **Instructional Groups**. Then, click **View Suggested Skills** above the table for a specific group. (When you sort by instructional groups, the View Suggested Skills link is not available for students who are not in an instructional group.)
4. The next page shows suggested skills for the selected student or instructional group:

- **I.** The View drop-down list shows the student or instructional group these skills are for. You can use the drop-down list to choose a different student or instructional group.

- **J.** When one student is chosen, that student’s Scaled Score is shown here. When an instructional group is chosen, the median Scaled Score for the students is shown.

- **K.** Trend scores can be used (instead of a student’s most recent Scaled Score) to determine which skills are shown.

- **L.** The suggested skills from the Core Progress Learning Progression are shown here, sorted by grade. Focus skills have a double-angle quotation mark (») in front of them.

- **M.** Click **Go to suggested skills** to see the skills the student or instructional group is most likely to be ready to learn (they will be highlighted in blue on the screen).

- **N.** Click **View Performance Tasks** for a list of extended activities (arranged by grade) you can use to measure a student’s ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.

- **O.** When you click the description of a skill, you will see information about that skill, such as instructional resources, terminology, prerequisite skills, and so on (the amount and type of information presented varies from one skill to another). If Instructional Resources are available, click the links to see teacher activities, skill probes, and other resources to help you teach the skill effectively.

- **P.** Click the printer icon to print the list of suggested skills. The icon also appears on instructional resources, allowing you to print them as well.

- **Q.** Click **Done** when you are finished.
Alternative View of Core Progress Skills

The previous section described how to use the Record Book to search for a particular student or instructional group and then view the suggested core progress skills for that student or group.

It is possible to view information about the skills (such as ELL support, prerequisite skills, and so on) without going through the Record Book. When you do this, you will see all the skills and additional information about them, but none of them will be highlighted as a suggested skill for a specific student or group.

There are two ways to get to the alternative view:

Method 1

On the STAR Early Literacy Enterprise Home page or the STAR Reading Enterprise Home page, click Enter Core Progress in the Important Features section at the top of the page.

Method 2

On the Renaissance Place Home page, click Resources under STAR Early Literacy Enterprise or STAR Reading Enterprise (A or B); then, on the Resources page, click Enter Core Progress for Reading.
The Suggested Skills page opens. It is identical to the Suggested Skills page opened via the Record Book, but some of the features are not present.

1. The skills from the Core Progress Learning Progression are shown here, sorted by grade. Focus skills have a double-angle quotation mark (») in front of them.
2. When you click the description of a skill, you will see information about that skill, such as instructional resources, ELL Support, prerequisite skills, and so on (the amount and type of information presented varies from one skill to another). If Instructional Resources are available, click the links to see teacher activities, skill probes, and other resources to help you teach the skill effectively.
3. Click the printer icon to print the list of suggested skills. The icon also appears on instructional resources, allowing you to print them as well.
4. Click Done when you are finished.