Division I Literacy Descriptors

Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.	**Background Knowledge** Students make connections to their background knowledge to support understanding of a new idea or topic.
Participation With guidance, students recognize how being literate enables them to participate in local and global communities.	**Vocabulary** Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life cycle, province).
Personal Insight With guidance, students identify their literacy strengths and how they can regulate* their learning.	**Text Organization** Students know that texts are organized in different ways based on their purpose.
Task Analysis Students identify the literacy skills needed to complete a task.	**Comprehension Strategies*** Students develop and use strategies when viewing, listening to and interacting with texts.
Word Formation Students know how letter sounds and letter patterns form words (e.g., common affixes, basic compound words).	**Clarity** Students present ideas or information in a logical and clear manner, with some details.
Conventions Students begin to understand and use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate texts***.	**Audience** 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).
Develop Questions Through guided activities, students determine a purpose and develop questions to explore topics and search for useful sources of information.	**Purpose** Students organize texts for different purposes (e.g., to inform, persuade or entertain).
Access Students gather information from a limited number of sources* to respond to a problem, question or topic	**Modes* and Media**** Students explore how diverse modes and media represent and communicate ideas and experiences. They choose modes and media to share..
Evaluate With guidance, students evaluate information by identifying fact and fiction, determining relevant and irrelevant information, and considering the intent of the message.	**Media Influence** Students explore how media can evoke emotions..

Ethical Use Students recognize that all oral, print and digital texts are owned by their creators.	