

## Division II Literacy Descriptors

<p style="text-align: center;"><b>Purpose</b></p> <p>Students recognize how literacy enhances learning opportunities and provides enjoyment.</p>	<p style="text-align: center;"><b>Background Knowledge</b></p> <p>Students make connections to background knowledge and, with guidance, identify gaps to explore new information.</p>
<p style="text-align: center;"><b>Participation</b></p> <p>Students recognize how being literate enables them to participate in local and global communities.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>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.</p>
<p style="text-align: center;"><b>Personal Insight</b></p> <p>Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning</p>	<p style="text-align: center;"><b>Text Organization</b></p> <p>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.</p>
<p style="text-align: center;"><b>Task Analysis</b></p> <p>Students analyze a task and identify the literacy skills needed to complete it.</p>	<p style="text-align: center;"><b>Comprehension Strategies*</b></p> <p>Students select, refine and apply strategies when viewing, listening to and interacting with subject/discipline area texts.</p>
<p style="text-align: center;"><b>Word Formation</b></p> <p>Students know how parts of words can be used to form new words (e.g., compound words, basic Greek and Latin roots and affixes).</p>	<p style="text-align: center;"><b>Clarity</b></p> <p>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).</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>Students understand and use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate oral, print, or digital texts***.</p>	<p style="text-align: center;"><b>Audience</b></p> <p>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).</p>
<p style="text-align: center;"><b>Develop Questions</b></p> <p>Students determine a purpose for their information search and develop questions to focus their search and select appropriate sources.</p>	<p style="text-align: center;"><b>Purpose</b></p> <p>Students organize texts according to their purpose or intent.</p>
<p style="text-align: center;"><b>Access</b></p> <p>Students select, sort and analyze information from a variety of sources* to respond to a problem, question or topic. With guidance, students identify areas or gaps to determine further information needs.</p>	<p style="text-align: center;"><b>Modes* and Media**</b></p> <p>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.</p>

<p><b>Evaluate</b></p> <p>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.</p>	<p><b>Media Influence</b></p> <p>Students recognize how media can be used to evoke emotions.</p>
<p><b>Ethical Use</b></p> <p>Students respect and acknowledge the ownership of oral, print and digital texts.</p>	