Division III Literacy Descriptors

Purpose Students recognize how literacy helps them to achieve personal and community goals, make informed decisions and provides enjoyment.	**Background Knowledge** Students reflect on and compare their background knowledge to confirm or readjust their understanding of a concept or topic.
Participation Students recognize and describe how being literate enables them to participate in local and global communities.	**Vocabulary** Students acquire and use precise, effective and descriptive vocabulary, general academic vocabulary (e.g., procedure, interpret) and subject/discipline specific vocabulary (e.g., nebulae, consumerism) related to learning experiences.
Personal Insight Students identify, describe and reflect on their literacy strengths and challenges. They appropriately regulate* their learning.	**Text Organization** Students use their knowledge of the distinctive ways conventional and digital texts are organized (e.g., purpose, audience, delivery mode) to increase comprehension.
Task Analysis Students analyze a task and identify the literacy skills that may be needed and/or adapted to complete it.	**Comprehension Strategies*** Students purposefully select and apply strategies when viewing, listening to and interacting with subject/discipline area texts.
Word Formation Students expand and apply their knowledge of the formation of words to create and comprehend meaning (e.g., complex compound words, acronyms, Greek and Latin roots and affixes).	**Clarity** Students present ideas coherently and integrate effects, as needed, to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary).
Conventions Students understand and consistently use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate varied oral, print or digital texts***.	**Audience** Students adjust oral and written language, tone and formality, as appropriate, when communicating with a variety of audiences (e.g., to respect social/cultural practices, formal and informal situations).
Develop Questions Students determine a purpose for their information search and develop or refine questions to select the most useful and relevant sources.	**Purpose** Students organize texts in distinctive ways, according to their purpose or intent.
Access Students select, sort, analyze and synthesize information from multiple sources* to respond to a problem, question or topic. Students identify areas or gaps to determine further information needs and identify alternative sources.	**Modes* and Media**** Students understand and use diverse modes and media to effectively represent and communicate experiences, understandings and concepts.

Evaluate Students evaluate information by classifying and comparing information, and by considering context, points of view and perspectives to determine its validity and authenticity.	**Media Influence** Students describe how media can be used to shape opinions and evoke emotions.
Ethical Use Students respect and acknowledge the ownership of oral, print and digital texts, and cite sources when using copyrighted and/or public domain material.	