

Division IV Literacy Descriptors

<p style="text-align: center;">Purpose</p> <p>Students recognize how literacy is essential to achieving current and future goals and provides enjoyment.</p>	<p style="text-align: center;">Background Knowledge</p> <p>Students reflect on and compare their background knowledge to develop deeper and/or broader understanding of a concept or topic.</p>
<p style="text-align: center;">Participation</p> <p>Students recognize, describe and analyze how being literate enables them to participate in local and global communities.</p>	<p style="text-align: center;">Vocabulary</p> <p>Students purposefully acquire, select and expand their use of precise, effective and descriptive vocabulary, general academic vocabulary and subject/discipline specific vocabulary (e.g., nationalism, Lewis structure) related to learning experiences.</p>
<p style="text-align: center;">Personal Insight</p> <p>Students identify, describe, reflect on and analyze their literacy strengths and challenges. They purposefully regulate* their learning.</p>	<p style="text-align: center;">Text Organization</p> <p>Students apply and extend their knowledge of the distinctive ways conventional and digital texts are organized (e.g., purpose, audience, delivery mode) to enhance comprehension.</p>
<p style="text-align: center;">Task Analysis</p> <p>Students analyze a complex task and identify the literacy skills that could be transferred from different contexts to complete it.</p>	<p style="text-align: center;">Comprehension Strategies*</p> <p>Students strategically apply multiple strategies when viewing, listening to and interacting with subject/discipline area texts.</p>
<p style="text-align: center;">Word Formation</p> <p>Students expand and apply their knowledge of the formation of increasingly complex words to create and comprehend meaning (e.g., blending*, novel creations**, Greek and Latin roots and affixes).</p>	<p style="text-align: center;">Clarity</p> <p>Students present ideas coherently by refining and integrating specific effects, as needed, to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary)</p>
<p style="text-align: center;">Conventions</p> <p>Students refine their understanding and use of conventions of language (grammatical structure, punctuation, capitalization and spelling) to enhance and create desired effects in all forms of oral, print or digital texts***.</p>	<p style="text-align: center;">Audience</p> <p>Students review and adjust communication, as necessary, to ensure alignment with the audience, message and purpose.</p>
<p style="text-align: center;">Develop Questions</p> <p>Students determine a purpose for their information search and develop, monitor and adjust questions to select the most useful and relevant sources.</p>	<p style="text-align: center;">Purpose</p> <p>Students organize texts to be the most effective and/or creative for their purpose or intent.</p>
<p style="text-align: center;">Access</p> <p>Students select, sort, analyze and synthesize information from a broad range of sources*, including primary and secondary sources, to respond to a problem, question or topic. Students monitor and adjust their search to determine further information needs and identify additional relevant sources</p>	<p style="text-align: center;">Modes* and Media**</p> <p>Students select and use the most appropriate modes and media to effectively represent and communicate experiences, understandings and concepts.</p>

<p>Evaluate</p> <p>Students evaluate the strengths and limitations of selected information by identifying misconceptions, perspectives, points of view and biases to determine its reliability, validity and authenticity.</p>	<p>Media Influence</p> <p>Students analyze and explain the ways media can be used to shape opinions and evoke emotions.</p>
<p>Ethical Use</p> <p>Students respect copyright and intellectual property rights by accurately citing and recording oral, print and digital references.</p>	