

Kindergarten Literacy Descriptors

LITERACY AWARENESS

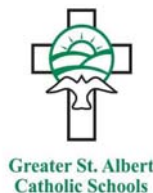
LA 1 Importance of Literacy	LA 2 Learner Awareness	LA 3 Task Awareness	
<p>Purpose Children recognize that language is all around them and provides enjoyment.</p> <p>Participation Children participate in guided activities that model how being literate enables them to participate in local and global communities.</p>	<p>Personal Insight Children participate in guided activities that model how to think about their literacy strengths and how they can regulate their learning.</p>	<p>Task Analysis Children participate in guided activities that model how to identify the literacy skills needed to complete a task.</p>	

LITERACY KNOWLEDGE AND UNDERSTANDING

LKU 1 Rules of Language	LKU 2 Acquire Information	LKU 3 Construct Meaning	LKU 4 Communicate Meaning
<p>Word Formation Children know the relationship between letters and sounds.</p>	<p>Develop Questions Children share personal questions or a purpose to collectively explore topics and search for information.</p>	<p>Background Knowledge Children share personal experiences and, with guidance, connect them to relevant ideas or topics.</p>	<p>Clarity Children explore various ways to present and share ideas and information.</p>
<p>Conventions Children understand that oral language has a grammatical structure.</p>	<p>Access Children recognize that information comes from more than one source.</p>	<p>Vocabulary Children use familiar, high frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g., school-related words).</p>	<p>Audience With guidance, children adjust oral language to interact appropriately with peers and adults.</p>
	<p>Evaluate Through guided activities, children evaluate information by identifying what is real and imaginary, and by asking and answering questions.</p>	<p>Text Organization Children begin to recognize that authors organize texts in different ways.</p>	<p>Purpose Children express meaning in various ways.</p>
	<p>Ethical Use Through guided activities, children recognize that authors and illustrators, including themselves, are creators of oral, print and digital text.</p>	<p>Comprehension Strategies Children participate in guided activities that model the use of strategies when viewing, listening to and interacting with texts.</p>	<p>Modes and Media Children explore a variety of modes and media.</p>

Acknowledgement:

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Division I Literacy Descriptors

LITERACY AWARENESS

LA 1 Importance of Literacy	LA 2 Learner Awareness	LA 3 Task Awareness	
<p>Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.</p> <p>Participation With guidance, students recognize how being literate enables them to participate in local and global communities.</p>	<p>Personal Insight With guidance, students identify their literacy strengths and how they can regulate their learning.</p>	<p>Task Analysis Students identify the literacy skills needed to complete a task.</p>	

LITERACY KNOWLEDGE AND UNDERSTANDING

LKU 1 Rules of Language	LKU 2 Acquire Information	LKU 3 Construct Meaning	LKU 4 Communicate Meaning
<p>Word Formation Students know how letter sounds and letter patterns form words (e.g., common affixes, basic compound words).</p>	<p>Develop Questions Through guided activities, students determine a purpose and develop questions to explore topics and search for useful sources of information.</p>	<p>Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.</p>	<p>Clarity Students present ideas or information in a logical and clear manner, with some details.</p>
<p>Conventions Students begin to understand and use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate texts.</p>	<p>Access Students gather information from a limited number of sources to respond to a problem, question or topic.</p>	<p>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).</p>	<p>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).</p>
	<p>Evaluate With guidance, students evaluate information by identifying fact and fiction, determining relevant and irrelevant information, and considering the intent of the message.</p>	<p>Text Organization Students know that texts are organized in different ways based on their purpose.</p>	<p>Purpose Students organize texts for different purposes (e.g., to inform, persuade or entertain).</p>
	<p>Ethical Use Students recognize that all oral, print and digital texts are owned by their creators.</p>	<p>Comprehension Strategies Students develop and use strategies when viewing, listening to and interacting with texts.</p>	<p>Modes and Media Students explore how diverse modes and media represent and communicate ideas and experiences. They choose modes and media to share.</p>
			<p>Media Influence Students explore how media can evoke emotions.</p>

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Division II Literacy Descriptors

LITERACY AWARENESS

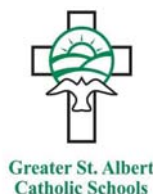
LA 1 Importance of Literacy	LA 2 Learner Awareness	LA 3 Task Awareness	
<p>Purpose Students recognize how literacy enhances learning opportunities and provides enjoyment.</p> <p>Participation Students recognize how being literate enables them to participate in local and global communities.</p>	<p>Personal Insight Students identify and describe their literacy strengths and challenges. With some guidance, they regulate their learning.</p>	<p>Task Analysis Students analyze a task and identify the literacy skills needed to complete it.</p>	

LITERACY KNOWLEDGE AND UNDERSTANDING

LKU 1 Rules of Language	LKU 2 Acquire Information	LKU 3 Construct Meaning	LKU 4 Communicate Meaning
<p>Word Formation 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>Develop Questions Students determine a purpose for their information search and develop questions to focus their search and select appropriate sources.</p>	<p>Background Knowledge Students make connections to background knowledge and, with guidance, identify gaps to explore new information.</p>	<p>Clarity 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>Conventions Students understand and use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate oral, print, or digital texts.</p>	<p>Access 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>Vocabulary 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>Audience 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>Evaluate 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>Text Organization 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>Purpose Students organize texts according to their purpose or intent.</p>
	<p>Ethical Use Students respect and acknowledge the ownership of oral, print and digital texts.</p>	<p>Comprehension Strategies Students select, refine and apply strategies when viewing, listening to and interacting with subject/discipline area texts</p>	<p>Modes and Media 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>Media Influence Students recognize how media can be used to evoke emotions.</p>

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Division III Literacy Descriptors

LITERACY AWARENESS

LA 1 Importance of Literacy	LA 2 Learner Awareness	LA 3 Task Awareness	
<p>Purpose Students recognize how literacy helps them to achieve personal and community goals, make informed decisions and provides enjoyment. Participation</p> <p>Students recognize and describe how being literate enables them to participate in local and global communities.</p>	<p>Personal Insight Students identify, describe and reflect on their literacy strengths and challenges. They appropriately regulate their learning.</p>	<p>Task Analysis Students analyze a task and identify the literacy skills that may be needed and/or adapted to complete it.</p>	

LITERACY KNOWLEDGE AND UNDERSTANDING

LKU 1 Rules of Language	LKU 2 Acquire Information	LKU 3 Construct Meaning	LKU 4 Communicate Meaning
<p>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).</p>	<p>Develop Questions Students determine a purpose for their information search and develop or refine questions to select the most useful and relevant sources.</p>	<p>Background Knowledge Students reflect on and compare their background knowledge to confirm or readjust their understanding of a concept or topic.</p>	<p>Clarity Students present ideas coherently and integrate effects, as needed, to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary).</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>
	<p>Evaluate Students evaluate information by classifying and comparing information, and by considering context, points of view and perspectives to determine its validity and authenticity.</p>	<p>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.</p>	<p>Purpose Students organize texts in distinctive ways, according to their purpose or intent.</p>
	<p>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.</p>	<p>Comprehension Strategies Students purposefully select and apply strategies when viewing, listening to and interacting with subject/discipline area texts.</p>	<p>Modes and Media Students understand and use diverse modes and media to effectively represent and communicate experiences, understandings and concepts.</p>
			<p>Media Influence Students describe how media can be used to shape opinions and evoke emotions.</p>

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Division IV Literacy Descriptors

LITERACY AWARENESS

LA 1 Importance of Literacy	LA 2 Learner Awareness	LA 3 Task Awareness	
<p>Purpose Students recognize how literacy is essential to achieving current and future goals and provides enjoyment. Participation Students recognize, describe and analyze how being literate enables them to participate in local and global communities.</p>	<p>Personal Insight Students identify, describe, reflect on and analyze their literacy strengths and challenges. They purposefully regulate their learning.</p>	<p>Task Analysis Students analyze a complex task and identify the literacy skills that could be transferred from different contexts to complete it.</p>	

LITERACY KNOWLEDGE AND UNDERSTANDING

LKU 1 Rules of Language	LKU 2 Acquire Information	LKU 3 Construct Meaning	LKU 4 Communicate Meaning
<p>Word Formation 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>Develop Questions Students determine a purpose for their information search and develop, monitor and adjust questions to select the most useful and relevant sources.</p>	<p>Background Knowledge Students reflect on and compare their background knowledge to develop deeper and/or broader understanding of a concept or topic.</p>	<p>Clarity 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>Conventions 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>Access 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>Vocabulary 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>Audience Students review and adjust communication, as necessary, to ensure alignment with the audience, message and purpose.</p>
	<p>Evaluate 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>Text Organization 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>Purpose Students organize texts to be the most effective and/or creative for their purpose or intent.</p>
	<p>Ethical Use Students respect copyright and intellectual property rights by accurately citing and recording oral, print and digital references.</p>	<p>Comprehension Strategies Students strategically apply multiple strategies when viewing, listening to and interacting with subject/discipline area texts.</p>	<p>Modes and Media Students select and use the most appropriate modes and media to effectively represent and communicate experiences, understandings and concepts.</p>
			<p>Media Influence Students analyze and explain the ways media can be used to shape opinions and evoke emotions.</p>

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