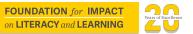# Literacy Standards

The NCTE/ILA standards for the English language arts prepare students for the literacy requirements of the future as well as the present. The Explore.Act.Tell. program provides many opportunities for students to learn and practice these standards as they plan and implement a project to benefit their own community.

Refer to this chart to determine the Literacy Standards covered in each lesson. Descriptions of each standard follow.

	1	2	3	4	5	6	7	8	9	10*	11	12
LESSON 1 EXPLORE												
Activity 1: Explore Hunger as a National Issue	O	O	O				O	O	O		O	
Activity 2: Explore Hunger at a Local Level	O	O	O				O	O			O	
Activity 3: Explore Project Ideas	O	O						O			O	
LESSON 2 PLAN TO ACT												
Activity 1: Set a CLEAR Project Goal				O							O	O
Activity 2: Create an Action Plan				O				O				
LESSON 3 ACT!												
Activity 1: Track & Measure Success											O	
Activity 2: Implement the Project				O	O			O	O		O	O
LESSON 4 TELL												
Activity 1: Personal Reflection												O
Activity 2: Create Story Video and Presentation				O	O	O		O	O			O
Activity 3: Complete Challenge Submission				O	O			O			O	O

STANDARDS DESCRIPTIONS ▷

Reference: ©2019 NCTE/ILA Literacy Standards

NCTE/ILA LITERACY STANDARDS

1 Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2 Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions *(e.g., philosophical, ethical, aesthetic)* of human experience.

3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features *(e.g., sound-letter correspondence, sentence structure, context, graphics)*.

4 Students adjust their use of spoken, written, and visual language *(e.g., conventions, style, vocabulary)* to communicate effectively with a variety of audiences and for different purposes.

5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6 Students apply knowledge of language structure, language conventions *(e.g., spelling and punctuation)*, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources *(e.g., print and non-print texts, artifacts, people)* to communicate their discoveries in ways that suit their purpose and audience.

8 Students use a variety of technological and information resources *(e.g., libraries, databases, computer networks, video)* to gather and synthesize information and to create and communicate knowledge.

9 Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10 Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. *Please note: This standard applies to students who are ESL *(English as a Second Language)*, EFL (English as a Foreign Language), or ELL *(English Language Learners)* students.

11 Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12 Students use spoken, written, and visual language to accomplish their own purposes *(e.g., for learning, enjoyment, persuasion, and the exchange of information)*.