

English (SEMESTER 1 - Space & Place)



LO: To explore by **deconstructing a range of text structures.**

Text deconstruction explores the social contexts in which texts are written, the social purpose of texts (e.g. to inform, to persuade) and involves explicit teaching about the structural organisation and linguistic features of text types.

A range of text structures will include those found in both narrative and informational text structures. Text structure refers to the way information is organised in texts. Students need to recognise the underlying structure of texts to help them to focus attention on key concepts and relationships, anticipate what's to come, and monitor comprehension. The intention is that by the time students reach Curriculum Level 6 they will be confident in identifying and utilising a wide range of text structures found in narrative and informational texts. Over time the following will be explicitly taught to teach students to comprehend more effectively:

NARRATIVE TEXT STRUCTURES (Fiction)	INFORMATIONAL TEXT STRUCTURE (Nonfiction)
Plot, Setting, Characters, Point of View, Theme	Cause and Effect, Sequence, Problem/Solution, Description, Compare and Contrast

Deconstructing **text structures**:

- exposes students to the text structures which are part of the school curriculum;
- provides a context for students to be taught explicitly about the structures of different text types;
- helps students focus on key concepts and relationships, anticipate what's to come, and monitor comprehension;
- develops and extends the knowledge and understanding of text organisation;
- deepens understanding of how to organise thinking in a manner similar to that used by a text's creator.
- supports understanding about how purpose and audience impact on language choices;
- allows students to recognise the organisational structure of texts and increase awareness of cues that alert to a particular structure;
- help students identify words and phrases that frequently signal organisation;
- provides a means of examining structures of texts which students might refer to when independently creating texts.

HABIT INDICATORS:

CURIOUS	Students know how to ask questions to fill in the gaps between what they know and what they don't know. Students are inclined to ask a range of questions.
RESOURCEFUL	Students access prior knowledge and apply it beyond the situation in which it was learned.
ADVENTUROUS	Student develop a sense of what is appropriate and gather relevant data before embarking.

EXPLORE @ LEVEL 4	EXPLORE @ LEVEL 5	EXPLORE @ LEVEL 6
Find > Gather > Deconstruct > Replicate	Question > Deconstruct > Experiment	Deconstruct > Construct
Finding out a different text types. Gather resources or information which support an understanding of a range of text types. Deconstruct a text to identify key aspects. Construct a text type by deconstructing and replicating aspects of the type.	Deconstructing texts by looking at parts/aspects and developing effective questions to help with finding out about a range of text types.	Construct a text type by deconstructing and accurately replicating aspects of the type.

CURRICULUM LEVEL 4	CURRICULUM LEVEL 5	CURRICULUM LEVEL 6
By deconstructing a range of text structures I will be able to...		
<p>Developing</p> <ul style="list-style-type: none"> ● understand how to find and utilise information about different text structures. ● recognise narrative and informational text structures. ● identify aspects of different text structures. ● describe the aspects of narrative and informational text structures. 	<p>Developing</p> <ul style="list-style-type: none"> ● devise questions to assist with the deconstruction of text structure. ● describe, by making statements about, aspects of a range of text structures. ● explain these statements in terms of the meanings and effects created. 	<p>Developing</p> <ul style="list-style-type: none"> ● produce questions to deconstruct aspects of a wide range of text structures. ● express ideas about the aspects of a wide range of text structures. ● reconstruct aspects of texts that follow the conventions of different text structures.
<p>Emergent</p> <ul style="list-style-type: none"> ● explain how aspects are used to create meaning in different text structures. ● explain the effect of text structures on an audience. 	<p>Emergent</p> <ul style="list-style-type: none"> ● develop questions to assist with the understanding of aspects in a range of text structures. ● explain how aspects of different text structures work together to create meaning. ● explain why aspects of text structures are used in this way. 	<p>Emergent</p> <ul style="list-style-type: none"> ● make clear points about aspects of a wide range of text structures. ● explain how aspects of text structure work together to create meaning with supporting evidence.
<p>Adaptive/Transferrable</p> <ul style="list-style-type: none"> ● make a generalisation or an inference about a text structure. ● reflect on and/or evaluate the use of a text structure. ● reflect on and/or evaluate the effects of a text structure. ● replicate a text structure. 	<p>Adaptive/Transferrable</p> <ul style="list-style-type: none"> ● make generalisations or inferences about text structures with supporting evidence. ● evaluate the use and effect of a text structure with supporting evidence. ● explaining how the aspects of different text structures work together to effect the reader/viewer, to meet the author's purpose and how it links to a wider context. ● understand how language choice can enhance meaning. ● experiment with different aspects of text structures. 	<p>Adaptive/Transferrable</p> <ul style="list-style-type: none"> ● make clear points that show some insight or originality in thought or interpretation about aspects of a wide range of text structures. ● explain how aspects of visual and/or oral text(s) communicate ideas about the text in relation to the purpose as well as wider contexts, such as human experience, society and the wider world.
At this level the deconstructed texts may be either Narrative OR Informational OR both .	At this level it is expected that deconstructed texts include a number of different structures found in BOTH Narrative AND Informational structures .	At this level it is expected that deconstructed texts will include a WIDE range of different types found in BOTH Narrative AND Informational structures .

GENERIC CAPABILITIES or DISCIPLINE SPECIFIC PRACTICES	STAGES OF DECONSTRUCTION
<p>Genre, arguments, descriptions, explanations, instructions, narrative, recounts, reports, narrative, descriptive, directive, expository, argumentative, poetry, short story, novel, drama script, short film, feature-length movie, documentary, TV programme, podcasts, radio programmes, blog, newspaper articles, narrative point of view, etc...</p> <ul style="list-style-type: none"> ● IDENTIFY & RECOGNISE- Being able to recognise and give the name or identifying characteristics of different text types. ● QUESTION - Questioning in order to obtain information, express an interest, clarify a point or understanding, explore difficulties or challenges, test knowledge and understanding, encourage further thought, etc... ● DESCRIBE - May be used mostly to call for statements about the sensory experience of the respondent. (e.g. Describe the text. Describe what you were feeling. Describe the experience of...). ● EXPLAIN - Calls for an analysis of mechanisms, motives, justifications or relationships. (e.g. Explain 	<ul style="list-style-type: none"> ● Describe overall structure, including describing how the beginning introduces the story and the ending concludes the action. ● Refer to parts of texts when, using appropriate terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ● Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ● Explain major differences between texts, and refer to the structural elements (e.g., verse, rhythm, meter) or (e.g., casts of characters, settings, descriptions, dialogue, stage directions). ● Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ● Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure. ● Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,

how...works in the text. Explain the [aspect]. Explain...).

- **COMPARE & CONTRAST** - Find similarities and or differences in texts.
- **GENERALISE** - Makes a general or broad statement about aspects of text by inferring from specific examples.
- **REFLECT** - Thinks deeply or carefully about a text.
- **EVALUATE** - Judges or determines the significance, worth, or quality of aspects of texts. Assesses texts.
- **REPLICATE** - Duplicate, copy, reproduce, or repeats aspects of texts.
- **RECONSTRUCT** - Construct or form again; rebuild.
- **CONSTRUCT** - Build or form by putting together parts/aspects; frame; devise.
- **ANNOTATION** - Annotating a variety of texts to understand the different features of texts composed for different purposes. (e.g. creating a reference table identifying the text conventions of a range of text types.)

problem/solution) of events, ideas, concepts, or information in two or more texts.

- Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Analyse how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Analyse how structure (e.g., soliloquy, sonnet) contributes to meaning.
- Analyse the structure an author uses to organise a text, including how the major sections contribute to the whole and to the development of the ideas.
- Compare and contrast the structure of two or more texts and analyse how the differing structure of each text contributes to its meaning and style.
- Analyse in detail the structure of a specific part of a text in developing and refining a key concept.

Heemi McDonald - Hobsonville Point Secondary School (2016)

creativecommons.org/licenses/by-nc-sa/3.0/nz

