English (SEMESTER 1 - Identity)

EXPLORE	**LO:** To explore by <u>deconstructing</u> a range of <u>text types</u>.
	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 types will include, literary and informational texts and different formats. The range of texts will include a variety of text types and genres, including print, non-print and multimodal texts. (e.g. novel, anthologies of poetry, short stories, scripts for radio, television or stage, narrative films, documentary films, CD-ROMs, and hyperfiction). The intention is that by the time students reach Curriculum Level 6 they will have been exposed to a wide range of text types, both literary and informational.

LITERATURE			INFORMATIONAL
Narrative	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels, etc…	One-act, multi-act plays, both in written form and on film.	Narrative poems, lyrical, free verse, sonnets, odes, ballads, epics, etc…	Exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience, etc…

Deconstructing <u>text types</u>:
- **exposes students to the text types which are part of the school curriculum;**
- **develops a language to talk about language;**
- **provides a context for students to be taught explicitly about the structures and features of different text types;**
- **develops and extends the knowledge and understanding of grammar;**
- **supports understanding about how purpose and audience impact on language choices;**
- **allows students to work with models of texts to understand how they are constructed;**
- **provides a means of examining models 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 about 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 types I will be able to...		
Developing - understand how to find and utilise information about different text types. - recognise at least three different text types. - identify aspects of at least three different text types. - describe the aspects of at least three different text types.	**Developing** - devise questions to assist with the deconstruction of a text type. - describe, by making statements about, aspects of a range of text types. - explain these statements in terms of the meanings and effects created.	**Developing** - produce questions to deconstruct aspects of a wide range of text types. - express ideas about the aspects of a wide range of text types with supporting evidence. - reconstruct aspects of texts that follow the conventions of different text types.
Emergent - make comparisons between two texts of the same type **OR** - make comparisons between two different text types. - explain how aspects are used to create meaning in different text types. - explain the effect of text types on an audience.	**Emergent** - develop questions to assist with the understanding of aspects in a range of text types. - explain how aspects of different text types work together to create meaning. - explain why aspects of text types are used in this way.	**Emergent** - make clear points about aspects of a wide range of text types. - explain how aspects of text type work together to create meaning with supporting evidence.
Adaptive/Transferrable - make a generalisation or an inference about a text type. - reflect on and/or evaluate the use of a text type. - reflect on and/or evaluate the effects of a text type. - replicate a text type.	**Adaptive/Transferrable** - make generalisations or inferences about text types with supporting evidence. - evaluate the use and effect of a text type with supporting evidence. - explain how the aspects of different text types work together to effect the reader/viewer, to meet the purpose and how it links to a wider context. - demonstrate how language choice can enhance meaning. - experiment with different aspects of text types.	**Adaptive/Transferrable** - 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 texts communicate ideas about the text in relation to the purpose as well as wider contexts, such as human experience, society and the wider world. - construct different text types.
At this level the deconstructed texts may be either Literature **OR** Informational **OR both.**	At this level it is expected that deconstructed texts include a number of different types found in **BOTH** Literature **AND** Informational texts.	At this level it is expected that deconstructed texts will include a **WIDE** range of different types found in **BOTH** Literature **AND** Informational texts.

GENERIC CAPABILITIES or DISCIPLINE SPECIFIC PRACTICES	STAGES OF DECONSTRUCTION
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… - **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	- Recognise common types of texts (e.g., storybooks, poems). - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. - Understand genre and identify aspects of the text type. - Select a model or models of the text type to support explicit understanding about the genre. - Using the model or models, students identify:

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 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.)

  - the purpose of the text
  - the intended audience
  - the structural organisation of the text (e.g. for an information report: Classification, Description)
  - the specific linguistic features of the text type.
- Using models to reorganise and sequence.
- Understanding the purpose of each element.
- Identify the names of the various organisational elements (e.g. for a narrative: Orientation, Complication, Resolution) and their purposes.
- Examine models of texts and highlight examples of the linguistic features of the text, for example connectives in an argument.
- Identify elements using different examples of the same text type.
- Compare the examples to evaluate their effectiveness as models of the text type.
- Identify topic specific vocabulary or examples of technical language within a text.