

# Making Meaning at Level 4: CLOSE READING

NZC – AO’s LISTENING, READING, & VIEWING	Making meaning <b>CONFIDENTLY</b> through close reading			TEXT CHOICE DECISIONS – CURRICULUM LEVEL 4																						
<p><b>Processes and Strategies</b>  <b>Students will:</b>                      Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>selects and reads texts for enjoyment and personal fulfilment</li> <li>recognises and understands the connections between oral, written, and visual language</li> <li>integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts</li> <li>selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence</li> <li>thinks critically about texts with increasing understanding and confidence</li> <li>monitors, self-evaluates, describes progress, and articulates learning with confidence.</li> </ul> <p>By using these processes and strategies when listening, reading, or viewing, students will:</p> <p><b>Purposes and Audiences</b>                      Show an increasing understanding of how texts are shaped for different purposes and audiences.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>recognises and understands how texts are constructed for a range of purposes, audiences, and situations</li> <li>identifies particular points of view and recognises that texts can position a reader</li> <li>evaluates the reliability and usefulness of texts with increasing confidence.</li> </ul> <p><b>Ideas</b>                      Show an increasing understanding of ideas within, across, and beyond texts.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them</li> <li>makes connections by thinking about underlying ideas within and between texts from a range of contexts</li> <li>recognises that there may be more than one reading available within a text</li> <li>makes and supports inferences from texts with increasing independence.</li> </ul> <p><b>Language Features</b>                      Show an increasing understanding of how language features are used for effect within and across texts.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>identifies oral, written, and visual features used and recognises and describes their effects</li> <li>uses an increasing vocabulary to make meaning</li> <li>shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively</li> <li>knows that authors have different voices and styles and can identify and describe some of these differences.</li> </ul> <p><b>Structure</b>                      Show an increasing understanding of text structures.</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect meaning in a range of texts</li> <li>identifies an increasing range of text forms and recognises and describes their characteristics and conventions.</li> </ul>	<table border="1"> <thead> <tr> <th>COMMUNICATE EXPERIENCES, IDEAS &amp; INFORMATION</th> <th>EXPLAIN HOW &amp; WHY (RELATIONAL)</th> <th>COMPARE &amp; CONTRAST (CONTEXTUALISED)</th> </tr> </thead> <tbody> <tr> <td>Making meaning <b>CONFIDENTLY</b> through close reading.</td> <td>Making meaning <b>CONFIDENTLY AND CONVINCINGLY</b> through close reading.</td> <td>Making meaning <b>CONVINCINGLY AND PERCEPTIVELY</b> through close reading.</td> </tr> <tr> <td> <i>Make meaning <b>confidently</b> through close reading involves:</i> <ul style="list-style-type: none"> <li><b>identifying</b> techniques and</li> <li><b>explaining</b> how these techniques are used to create meaning.</li> </ul> </td> <td> <i>Make meaning <b>confidently and convincingly</b> through close reading involves:</i> <ul style="list-style-type: none"> <li><b>identifying</b> techniques <i>appropriate to the chosen text(s)</i> and</li> <li><b>explaining</b> how these techniques are used to create meanings <i>and effect(s) in the text as a whole</i></li> </ul> </td> <td> <i>Make meaning <b>convincingly and perceptively</b> through close reading involves:</i> <ul style="list-style-type: none"> <li><b>identifying</b> techniques <i>appropriate to the chosen text(s)</i> and</li> <li><b>explaining</b> (<i>using comparison</i>) how these techniques are used to create <i>contextualised meanings and effects.</i></li> </ul> <p><i>[Explanations may show some insight in thought or reflection. 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(i.e. can be read for more than just the story)</li> <li>Characters are perhaps of a similar age to the reader, however, they are non-stereotypical or find themselves in non-stereotypical situations.</li> <li>Includes concrete moral dilemmas.</li> </ul>									
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<p><b>NOTE:</b> It is important to be aware of the expectations associated with the curriculum level in terms of the appropriateness of the texts selected. When selecting a text or passage for close reading, consider two questions: First, is there enough going on with the language and craft of the text to warrant the attention of multiple readings? Second, does the understanding that comes from close reading sufficiently benefit students in light of the larger goals of the course or unit?</p> <p>(Scott Filkins, <a href="http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html">http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html</a>)</p>																										
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<p><i>This curriculum standard involves making meaning through close reading of texts.</i></p> <h2>Identify and Explain</h2> <p>Close reading involves a detailed exploration of text aspects. Students close read when they read familiar or unfamiliar texts of any genre paying attention to the surface and deeper features of the text and consider how those features create meaning(s) for particular purposes and audiences. Texts for close reading may be written, visual or oral. They may be complete texts or extracts. The student or the teacher may select texts. The indicators below should inform text selection. Close reading responses may be presented in many appropriate forms. Evidence of being able to close read texts confidently includes the following aspects:</p> <p><b>Processes and Strategies:</b></p> <ul style="list-style-type: none"> <li>Skimming, scanning, re-reading, annotating, paraphrasing, highlighting, comparing / contrasting, using a dictionary, self-questioning, asking questions, using charts and templates, recording information, explaining, giving examples, quoting, describing.</li> </ul> <p><b>Purposes and Audiences:</b></p> <ul style="list-style-type: none"> <li>Can identify intended purpose(s) and audience(s) for a text.</li> <li>Can identify points of view within a text.</li> <li>Recognises a range of genres* and some of their conventions (e.g. haiku, villanelle, sonnet, shape poem, found poem, article, narrative, fiction, non-fiction, satire).</li> </ul> <p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>Can identify main and subsidiary ideas in a text.</li> <li>Can infer some meanings that are not directly stated.</li> <li>Ideas could include character, setting, themes, beliefs, experiences, feelings, insights, meanings, opinions, thoughts and / or understandings within the text.</li> </ul> <p><b>Language Features:</b></p> <ul style="list-style-type: none"> <li>Can identify particular techniques the author has used and provide examples</li> <li>Can link a technique with an intended effect and / or purpose</li> <li>Can use technical terminology to name text features* such as:                         <ul style="list-style-type: none"> <li>parts of speech (noun, verb, adjective, adverb, preposition, conjunction) ,</li> <li>syntax</li> <li>vocabulary</li> <li>language features (metaphor, simile, personification, , repetition, symbol, allusion, imagery, patterns of imagery)</li> <li>sound devices (alliteration, assonance, onomatopoeia, rhyme scheme)</li> <li>narrative and voice (tone, quotation, first / second / third person, point of view, pace, register, formal, informal, colloquial)</li> <li>punctuation (comma, ellipsis, dash)</li> <li>visual (lighting, cinematography (shots and angles), camera movements, sound, special effects, dialogue, script , costume, symbol, main image, frame, mise en scene, voiceover, aural bridge, motion lines, composition, layout, gutter, colour)</li> </ul> </li> </ul> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>Can identify the structural elements* of various genres and text types (e.g. a sonnet has 14 lines etc.)</li> <li>Can recognise key plot moments and devices* (plot, character, setting, theme, exposition, complication, climax, turning point)</li> <li>Can distinguish between sentence types (simple sentence, compound sentence, complex sentence, fragment)</li> <li>Can recognise and use structural devices* to make meaning (e.g. headline, title, sub-heading, text box, callout box, paragraph, speech balloon/bubble, thought balloon, caption, layout, icon, panel)</li> </ul> <p><i>*The list is indicative of features and elements that pertain to a junior English programme and the various features and elements may be spread over a two-year programme and specified accordingly.</i></p>																										