

Making Meaning at Level 5: CONNECTIONS BETWEEN TEXTS

NZC – AO’s LISTENING, READING, & VIEWING	Making meaning CONFIDENTLY by identifying and describing connection(s) BETWEEN texts	TEXT CHOICE DECISIONS – CURRICULUM LEVEL 5																				
<p>Processes and Strategies Students will: Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas. Indicators:</p> <ul style="list-style-type: none"> selects and reads texts for enjoyment and personal fulfilment recognises, understands, and considers the connections between oral, written, and visual language integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts selects and uses appropriate processing and comprehension strategies with confidence thinks critically about texts with understanding and confidence monitors, self-evaluates, and describes progress, articulating learning with confidence. <p>By using these processes and strategies when listening, reading, or viewing, students will:</p> <p>Purposes and Audiences Show an understanding of how texts are shaped for different purposes and audiences. Indicators:</p> <ul style="list-style-type: none"> recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations identifies particular points of view within texts and recognises that texts can position a reader evaluates the reliability and usefulness of texts with confidence. recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations <p>Ideas Show an understanding of ideas within, across, and beyond texts. Indicators:</p> <ul style="list-style-type: none"> makes meaning by understanding increasingly comprehensive ideas in texts and the links between them makes connections by exploring ideas within and between texts from a range of contexts recognises that there may be more than one reading available within a text makes and supports inferences from texts independently. <p>Language Features Show an understanding of how language features are used for effect within and across texts. Indicators:</p> <ul style="list-style-type: none"> identifies oral, written, and visual language features and understands their effects uses an increasing vocabulary to make meaning understands how a range of text conventions work together to create meaning and effect understands that authors have different voices and styles and can identify those differences. <p>Structure Show an understanding of a range of structures. Indicator:</p> <ul style="list-style-type: none"> identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning. 	<table border="1" data-bbox="744 233 2003 919"> <thead> <tr> <th data-bbox="744 233 1166 302">DESCRIBE & EXPLAIN</th> <th data-bbox="1166 233 1587 302">EXPLAIN HOW & WHY (RELATIONAL)</th> <th data-bbox="1587 233 2003 302">COMPARE & CONTRAST (CONTEXTUALISED)</th> </tr> </thead> <tbody> <tr> <td data-bbox="744 302 1166 392"> Make meaning CONFIDENTLY by describing and explaining connection(s) between texts. </td> <td data-bbox="1166 302 1587 392"> Make meaning CONFIDENTLY AND CONVINCINGLY by describing and explaining connection(s) between texts. </td> <td data-bbox="1587 302 2003 392"> Make meaning CONFIDENTLY AND PERCEPTIVELY by describing and explaining connection(s) between texts. </td> </tr> <tr> <td data-bbox="744 392 1166 674"> <i>Make meaning confidently by describing and explaining connection(s) between texts involves:</i> <ul style="list-style-type: none"> identifying connection(s) and expressing ideas about the connection(s). </td> <td data-bbox="1166 392 1587 674"> <i>Make meaning confidently and convincingly by describing and explaining connection(s) between texts involves:</i> <ul style="list-style-type: none"> describing in detail connection(s) common between texts. explaining how and why the texts share common connection(s). 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To make meaning through connected texts students need to be able to recognise and understand that connections exist between texts.</i></p> <p data-bbox="1175 1058 1576 1100" style="text-align: center;">Identify and Describe</p> <p data-bbox="736 1119 1576 1146">Connection(s) may include links, commonalities and/or relationships between:</p> <p data-bbox="736 1188 1050 1218">Purposes and Audiences:</p> <ul style="list-style-type: none"> Identify particular points of view and recognise similarities and/ or differences of points of view across several texts. Understand that texts created for similar audiences may have elements in common and consider what effect these might have on the reader. Understand that texts created for similar purposes may have elements in common and consider what effect these might have on the reader. <p data-bbox="736 1449 813 1476">Ideas:</p> <ul style="list-style-type: none"> Think about underlying ideas between texts from a range of contexts (written/ visual/ oral). Make and support inferences from texts with increasing independence by providing appropriate supporting examples. <p data-bbox="736 1619 982 1648">Language Features:</p> <ul style="list-style-type: none"> Know that authors have different voices and styles and identify and describe some of these differences in relation to choice of language. <p data-bbox="736 1766 863 1793">Structure:</p> <ul style="list-style-type: none"> Identify an increasing range of text forms and recognise and describes their characteristics and conventions. 	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Includes a main and subsidiary idea. Includes at least one comprehensive idea. Implied meanings will encourage inference. Is capable of extending student vocabulary. Offers rich examples of language features and text conventions. Has a distinctive voice and style. Texts selected from a range of contexts. Offers a range of structures. </td> <td data-bbox="2472 260 2908 642"> <ul style="list-style-type: none"> Text structures may be chronological/linear and offers ambiguity. Audience is primarily young adults. Purpose may be to Persuade, Inform or Entertain. Text has a literary quality. (i.e. can be read for more than just the story) Supports inference. Characters are perhaps of a similar age to the reader, however, they are non-stereotypical or find themselves in non-stereotypical situations. Includes concrete moral dilemmas. Morally complex including abstract dilemmas. </td> </tr> </tbody> </table> <p data-bbox="2027 657 2908 806">NOTE: It is important to be aware of the expectations associated with the curriculum level in terms of the appropriateness of the texts selected. The characteristics of texts at this level will enable students to meet the expected level of explanation. The texts selected for study may be any combination of written, visual and/or oral.</p> <p data-bbox="2027 835 2237 877" style="text-align: center;">So What...?</p> <p data-bbox="2027 911 2255 940">Curriculum Focus:</p> <table border="1" data-bbox="2027 953 2908 1045"> <thead> <tr> <th data-bbox="2027 953 2205 1045">Purposes & Audiences</th> <th data-bbox="2205 953 2472 1045">Ideas</th> <th data-bbox="2472 953 2739 1045">Language Features</th> <th data-bbox="2739 953 2908 1045">Structures</th> </tr> </thead> </table> <p data-bbox="2027 1058 2119 1087">Topic:</p> <p data-bbox="2027 1268 2472 1297">Assessment: (Formative/Summative)</p> <p data-bbox="2027 1297 2632 1327">NOTE: Evidence should be gathered throughout a programme of study.</p> <p data-bbox="2027 1535 2119 1564">Texts:</p> <p data-bbox="2027 1745 2169 1774">Strategies:</p> <p data-bbox="2027 1774 2908 1843">NOTE: Reading strategies and appropriate ways of creating written or oral responses should be modelled. This process would provide opportunities for the teacher to become familiar with students' authentic response styles and to provide constructive feedback.</p> <p data-bbox="2205 1997 2908 2026" style="text-align: right;">Version 2 2014: Heemi MacDonald, Sarah Frost, Ros MacEachern, Cynthia Orr ©</p>	New Zealand Curriculum:	Supporting Criteria:	<ul style="list-style-type: none"> Text has alternative interpretations. Reliable and useful. Expresses points of view. Text positions the reader. Allows for alternative readings. Includes a main and subsidiary idea. Includes at least one comprehensive idea. Implied meanings will encourage inference. Is capable of extending student vocabulary. Offers rich examples of language features and text conventions. Has a distinctive voice and style. Texts selected from a range of contexts. Offers a range of structures. 	<ul style="list-style-type: none"> Text structures may be chronological/linear and offers ambiguity. Audience is primarily young adults. 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