
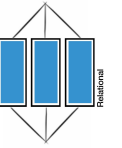
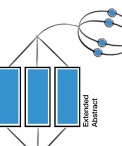


Curriculum Level	4	5	6	7	8
Descriptors:	Form personal responses to read texts.	Form personal responses to read texts, supported by evidence.	Form personal responses to independently read texts, supported by evidence.	Form developed personal responses to independently read texts, supported by evidence.	
	NCEA Links:		AS90854 - 1.10 Form personal responses to independently read texts, supported by evidence. (4 Credits - Internal - v.2)	AS91106 - 2.9 Form developed personal responses to independently read texts, supported by evidence. (4 Credits - Internal - v.2)	

 <p>Multistructural</p>	Define Identify Describe List Combine	<p>FORM personal responses to read texts. This involves demonstrating personal understandings of texts, demonstrating engagement with texts, and/or demonstrating viewpoints on texts. [Students may demonstrate a surface level understanding of texts.] Surface understanding – loose ideas about text and self and or text and world read, respond to, and think about texts and are required to develop personal responses to personally chosen texts.</p>	<p>Form PERSONAL responses to read texts, SUPPORTED BY EVIDENCE. This involves demonstrating personal understandings through thought or reflection on texts, engagement with texts, and/or viewpoints on texts. Surface understanding – loose ideas about text and self and or text and world</p>	<p>Form personal responses to INDEPENDENTLY read texts, supported by evidence. This involves demonstrating personal understandings of, engagement with, and/or viewpoints on texts. This may also include responding to links between text and self (eg personal contexts and prior knowledge), or text and world (eg connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).</p>	<p>Form DEVELOPED personal responses to independently read texts, supported by evidence. This involves demonstrating understanding of, engagement with, and/or expressing viewpoints on texts. It also includes responding to links between text and self, such as personal contexts and prior knowledge, text and world, such as connections with knowledge, experience, ideas and imagination from social, cultural, literary, political, or historical contexts.</p>	
		<ul style="list-style-type: none"> I can read texts for enjoyment and personal fulfilment. I can make sense of increasingly varied and complex texts. I can discuss texts identifying and explaining personal viewpoints. I can understand and explain how texts may position readers. I can recognise differing viewpoints represented in texts justifying a personal stance. I can formulate responses to texts including how purposes and audiences, ideas, language features, and structures are used to achieve particular effects; I can think about texts with increasing understanding and confidence. 	<ul style="list-style-type: none"> I can select and read texts for enjoyment and personal fulfilment. I can interrogate and make judgments about a text. I can make sense of increasingly varied and complex texts. I can reach decisions about the interpretations and ideas expressed in a text. I can reflect on and share responses to texts including how purposes and audiences, ideas, language features, and structures are used to achieve particular effects. 	<ul style="list-style-type: none"> I can select and read texts for enjoyment and personal fulfilment. I can select and read at least 6 texts independently. I can form personal responses to each text. I can identify my reactions to the text. I can explain my reactions using supporting evidence from the text. I can demonstrate engagement with and understanding my texts. I make reference to specific and relevant details. <p>NOTE: At least four written texts must be included, two of which must be extended texts. The remaining two texts can be visual, oral or written.</p>	<ul style="list-style-type: none"> I can select and read texts for enjoyment and personal fulfilment. I can form developed personal responses to reading. I can demonstrate understanding of, engagement with, and/or express viewpoints on texts. I can respond to links between text and self, such as personal contexts and prior knowledge and text and world, such as connections with knowledge, experience, ideas and imagination from social, cultural, literary, political, or historical contexts. I can use specific and relevant details from the text to support analysis. 	
 <p>Relational</p>	Compare / Contrast Explain Sequence Analyse Relate Apply	<p>FORM personal responses to read texts. This involves demonstrating deeper personal understandings of texts, demonstrating deeper engagement with texts, and/or demonstrating deeper viewpoints on texts. Deeper understanding – related or linked ideas – about text ad self and text and world.</p>	<p>Form CONVINCING personal responses to read texts, SUPPORTED BY EVIDENCE. This involves demonstrating deeper personal understandings through thought or reflection on texts, engagement with texts, and/or viewpoints on texts. Deeper understanding – related or linked ideas – about text ad self and text and world</p>	<p>Form CONVINCING personal responses to independently read texts, supported by evidence. This involves demonstrating personal understandings of, engagement with, and/or viewpoints on texts which are generally meaningful. This may also include responding to links between text and self (eg personal contexts and prior knowledge) or text and world (eg connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).</p>	<p>Form developed, CONVINCING personal responses to independently read texts, supported by evidence. This involves involves demonstrating significant understandings and expressing viewpoints that are reasoned, clear, and relevant.</p>	
		<ul style="list-style-type: none"> I can convincingly discuss texts identifying and explaining personal viewpoints. I can formulate responses to texts including how purposes and audiences, ideas, language features, and structures are used to achieve particular effects. I can think about texts with increasing understanding and confidence. 	<ul style="list-style-type: none"> I can reach independent decisions about the interpretations and ideas expressed in a text. I can interrogate and make judgements about a text which are convincing. I can share convincing responses to texts including how purposes and audiences, ideas, language features, and structures are used to achieve particular effects. 	<ul style="list-style-type: none"> I can form convincing personal responses. I can demonstrate personal understandings of, engagement with, and/or viewpoints on texts which are generally meaningful. 	<ul style="list-style-type: none"> I can form developed, convincing personal responses. I can demonstrate significant understandings and express viewpoints that are reasoned, clear, and relevant. 	
 <p>Evaluative</p>	Evaluate Predict Create Reflect	<p>FORM personal responses to read texts. This involves demonstrating extended personal understandings of texts, demonstrating extended engagement with texts, and/or demonstrating extended viewpoints on texts. Extended</p>	<p>Form PERCEPTIVE PERSONAL responses to read texts, SUPPORTED BY EVIDENCE. This involves demonstrating extended personal understandings through thought or reflection on texts, engagement with texts, and/or viewpoints on</p>	<p>Form PERCEPTIVE personal responses to independently read texts, supported by evidence. This involves demonstrating personal understandings of, engagement with, and/or viewpoints on texts which show some insight in thought or</p>	<p>Form developed, PERCEPTIVE personal responses to independently read texts, supported by evidence. This involves demonstrating understandings and expressing viewpoints that are insightful and/or original.</p>	

Extended Abstract		understanding – insightful reflection on ideas about text and self and text and world framed in broader contexts - social, political or cultural, historical. [This may include 'new thinking' about a text where the students develops new conceptual understandings.]	texts. Extended understanding – perceptive insightful reflection on ideas about text and self and text and world framed in broader contexts - social, political or cultural, historical. [This may include 'new thinking' about a text where the students develops new conceptual understandings.]	reflection. This may also include responding to links between text and self (eg personal contexts and prior knowledge) or text and world (eg connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).		
		<ul style="list-style-type: none"> ● I can discuss texts in a perceptive way. ● I can identify and explain personal viewpoints that are insightful and/or original. 	<ul style="list-style-type: none"> ● I can interrogate and make judgements about a text which are perceptive. ● I can show that I think critically about texts with increasing understanding and confidence. 	<ul style="list-style-type: none"> ● I can form perceptive personal responses. ● I can demonstrate personal understandings of, engagement with, and/or viewpoints on texts which show some insight in thought or reflection. 	<ul style="list-style-type: none"> ● I can form developed, perceptive personal responses. ● I can demonstrate understandings and expressing viewpoints that are insightful and/or original. 	

