

Lions

Learning Intentions

According to the curriculum, students should:

- **Discuss** (i.e., Examine by argument, debate; talk about so as to reach a decision; to talk or write about a topic in detail): language, meanings, and ideas in a range of texts. The task requires more reasoning about decisions than Level 3 in the form of explicit statements.
- **Relate** (i.e., Bring into relation, establish relation between; establish a causal connection between) **understandings to:** experiences, purposes, audiences, and other texts.

At Level 4, the author's intention and the purpose of the text are important. Students should be able to determine the audience, intent, or purpose from a relatively long (more than 250 words) prose or poetic text. At this level, students have to infer and construct in their own words what they understand the text's audience, purpose, or intent to be. In addition, students are expected to handle the nature of the language used in the text, that is, the language features, characteristics of text, and the effect of those characteristics. In other words, what are the language features that contribute to a text's meaning?

At level 4 texts are longer and more difficult, while the task is subtler and requires inference. Low frequency vocabulary occurs e.g. "inquisitive" and there is no or little support in text. Students are expected to evaluate the qualities of a text.

Students can:

- Rich vocabulary including phrases
- More adult-like understanding of vocabulary, and general life brought to text by reader
- Ability to paraphrase
- Evaluate and compare and contrast messages, ideas, facts
- Interpret and infer underlying meanings
- Evaluate the merit or worth (providing one reason) of author's language
- Identify language techniques and their effects, providing at least one reason for opinion
- Attention to the writer's voice, technique, effect
- Link parts of text to understand text
- Relate parts of text to each other to answer questions (cross referencing)