



Top Tips! for Meaning Making

Meaning making in any discipline is the central purpose for interacting with text*, producing text, participating in discussions, giving presentations, and engaging in research. Meaning making is not confined to literal comprehension. **Inference making and critical reading require substantial and explicit attention in every discipline.** — California English Language Arts & English Language Development Framework (2015)

Guiding Question: What qualitative dimensions of complex literary (L) and informational texts (I) promote meaning making beyond literal comprehension?

4 Top Tips

- 1 Use text with multiple levels of meaning (L) or a hidden/obscure purpose that may be implicitly rather than explicitly stated (I).
- 2 Include text with events related out of chronological order (L) or graphics that provide information not otherwise conveyed in text (I).
- 3 Provide text that uses figurative, ironic, ambiguous, or purposefully misleading language.
- 4 Utilize text with high knowledge demands. Examples of knowledge demands include:
 - Life experiences or perspectives different from one's own
 - Cultural and literary knowledge considerations
 - High intertextuality (references or allusions to other texts)
 - Content/discipline knowledge including references or citations of other text

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*Text can be broadly defined as anything that conveys meaning to the person examining it. Examples of text include videos, audio recordings, graphs, charts, photographs, illustrations, and works of art.