Workshop focus

Explore some of the less familiar aspect progressions in the reading and writing frameworks and how they can prompt teachers to notice what students know and can do as they use their reading and writing to support their learning in different areas of the curriculum.
The reading and writing frameworks exemplify the literacy demands of learning purposes in the curriculum at levels 1-5

Students need to do more than just read and write.

They need to use their reading and writing as tools as they engage with learning activities in all essential learning areas and the key competencies of the NZC. Many learning activities have inherent literacy demands. This means that students are required to read and write texts in ways that help them to:

- organise their thinking
- construct and create meaning
- communicate information and ideas in print and electronic texts
- reveal their knowledge in a wide range of topics.
### Reading: All aspects

Select the sets of illustrations you feel are the best fit with what you know about Emma’s reading

- **Making sense of text: using a processing system** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Making sense of text: using knowledge of text structure and features** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Making sense of text: vocabulary knowledge** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Making sense of text: reading critically** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Reading to organise ideas and information for learning** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Acquiring and using information and ideas in informational texts** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Reading for literary experience** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th
  - 7th

### Writing: All aspects

Select the sets of illustrations you feel are the best fit with what you know about Sophia’s writing

- **Writing meaningful text: encoding** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th
  - 7th

- **Writing meaningful text: using knowledge of text structures and features** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Writing meaningful text: vocabulary knowledge** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Using writing to think and organise for learning** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th

- **Creating texts to communicate current knowledge and understanding** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Creating texts for literary purposes** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- **Creating texts to influence others** [View this aspect only](#)
  - 1st
  - 2nd
  - 3rd
  - 4th
Reading to organise ideas and information for learning

- Integral to locating, evaluating and using information – topic studies and inquiries across the curriculum
- Includes students:
  - devising relevant questions,
  - skimming and scanning for information,
  - identifying and recording key or important ideas
  - creating categories for organising information,
  - developing frameworks for evaluating, integrating and synthesising information
Using writing to think and organise learning

• Making lists, taking notes
• Clarifying concepts, information and ideas—using writing to make sense of a concept, process or idea
• Summarising ideas and information in writing, including diagrams or charts
• Planning a task, an inquiry,
• Planning for a writing purpose
• Recording and refining questions and answers
• Recording reflections following learning
Figure 1: Shanahan & Shanahan’s (2008) model of the increased demand for specialization of literacy development

Basic Literacy: Literacy skills such as decoding and knowledge of high-frequency words that underlie virtually all reading tasks.

Intermediate Literacy: Literacy skills common to many tasks, including generic comprehension strategies, common word meanings, and basic fluency.

Disciplinary Literacy: Literacy skills specialised to history, science, mathematics, literature, or other subject matter.

Task

As part of a social sciences inquiry with a particular focus on the school’s values, the students are exploring discrimination and considering how they treat each other.

The students’ writing task is to describe how everyone in their class can act more fairly.

Before writing, they used brainstorming and guided discussions to share their ideas.

Demands

Cory develops his own plan based on the group’s discussions, and his subsequent text relates closely to that plan. For example he:

• selects information that is mostly relevant to the purpose
• groups his information into paragraphs (although with some errors)
• includes several ideas to support his answer to the inquiry question and provides supporting details to
• expand some of these ideas.

Cory’s use of topic-specific vocabulary, and his content choices reveal his understanding of the issue.
Title: Unfair Choices

How can we make fair choices
Stop and think
and Mr Clarke
We are all different
different things with someone else

Why do we make these choices
Not our friend
They are different
They are not good
English and boring
Not as good as us.

Introduction
About our school
value and how we feel and discrimination
Think about a time I was hurt like
I was not chosen for art.
Speech

Mr. Jones my name is Will and I am in Year 7. I want to thank you very much for coming along today and telling us all the important things for keeping safe when we do our bush tramp in two weeks.

We learnt heaps of really useful information, like um the five safety rules. We will use them when we start planning the trip tomorrow. The tip about knowing your limits is really important for me because I sometimes get asthma and I know it’s important for other people too. All the information you gave us will be really important to remember for any other trip we do. Like when we do um tramps or even other trips.

And we will all make sure we enjoy the outdoors and take only take photos and leave only footprints. Hopefully no one will leave chippie bags or take shells!

So once again, thank you very much for giving up your precious time for our benefit. To help us show our appreciation we would like you stay for a special morning tea. And I would like everyone to join me and show our thanks to Mr Jones. (Clap, clap, clap.)
What **Josiah**

found out about Captain Black Patch

<table>
<thead>
<tr>
<th>Something he cares about</th>
<th>Something tricky he does</th>
<th>Something he likes to do</th>
<th>Something that makes other people happy</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of a character" /></td>
<td><img src="image2.png" alt="Image of a character" /></td>
<td><img src="image3.png" alt="Image of a castle" /></td>
<td><img src="image4.png" alt="Image of eggs" /></td>
</tr>
</tbody>
</table>
# List

What we need to take on our farm trip on Wednesday - from Terence

<table>
<thead>
<tr>
<th>What to Wear</th>
<th>School Bag</th>
<th>Lunch Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoes</td>
<td>Lunch box</td>
<td>Enuf food for all day</td>
</tr>
<tr>
<td>Socks</td>
<td>Drink bottle</td>
<td></td>
</tr>
<tr>
<td>School uniform</td>
<td>Not book</td>
<td>3 sandwichs</td>
</tr>
<tr>
<td>Sunscreen</td>
<td>Pencil</td>
<td>Snaks -</td>
</tr>
<tr>
<td>Extra sweater</td>
<td>rain coat</td>
<td>like Cheese</td>
</tr>
<tr>
<td>Jacket</td>
<td>Extra spear Pencil</td>
<td>Fruit</td>
</tr>
<tr>
<td>Sunglasses</td>
<td>Plastik bag</td>
<td>apple or banana</td>
</tr>
</tbody>
</table>

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Student response

Shenya Malaani's Journal

REFLECTION ABOUT MAKING OUR VIDEO

What we did
Last week Kylee, me and Blair finished our video about the old people in our community and the special things they remember about the community hall (on the corner of Arawhata and Nelson Streets). We asked six people in our community. Even though we said that we wanted old people, some of them weren't that old.

Starting out
We started by doing a brainstorm of what we wanted to find out, and then Blair and Kylee wrote some questions. We showed them to the teacher and she said they were too general. She said we needed to get more and more specific. She said less questions would get us more information that lots. This is what we asked:

- How did people use the hall when you were young?
- What is your best memory about the Hall?
- Tell us what was happening and why you were there?
- Can you describe a particular image or moment in time about the event that you remember?

What worked well
It was good that we had to keep asking each other if we agreed so that no one became too bossy. We didn’t do anything until we all agreed. Also we had turns at using the camera and at asking the questions, and keeping an eye on things.

What didn’t work well
Blair had the camera and we had interviewed Brent’s mum (and it took ages) then we realised that Blair hadn’t pushed the record button so we had to do it all over again. Also, it was hard to keep people on track and some of the interviews got a bit long.

What we learnt
Ms Bryan was right. Some people talked about big things but then focused on something in particular. But it was hard to keep them on track.

We learnt that we needed a checklist to make sure that we had done everything we needed to before recording.

We also learnt that we needed to think about ‘back up’ questions, and to put a time limit on the talking bit BEFORE we started.

Kylee said that she learnt that editing is hard because you have to take out lots of really good stuff because our videos had to have only the best and relevant bits.

What we learnt about the hall
It must have been cool to have a place where everyone belonged. They had weddings, funerals, school prize-givings, dances, and even showed movies there in the old days. We even learnt that at the end of WW1 all the soldiers who had the flu were looked after there until they recovered.

Posted on Thursday, 29 November 2012, 12:19 PM
**Character name:** Mrs Anderson

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Evidence from the text</th>
<th>What does this reveal about your character?</th>
<th>Evaluate the language choices the author used to help portray this character</th>
</tr>
</thead>
<tbody>
<tr>
<td>What words and phrases describe the character appearance?</td>
<td>Short stout woman with curly hair, one long thick eyebrow swept above her eyes dipping in the middle to create a fierce frown</td>
<td>She is weird and scary</td>
<td>Good descriptive adjectives like short stout woman, fierce frown, peculiar pets</td>
</tr>
<tr>
<td>What does the character say? Choose an example that reveals something about the character and say what it is</td>
<td>I don't want to hear a peep from either of you until dinner. I am finishing an incredibly difficult scientific experiment and I must not be disturbed.</td>
<td>She is strict and bossy and up to something strange</td>
<td>Good descriptive verbs and adverbs like burped loudly, thoughtfully. A simile like a greedy caterpillar</td>
</tr>
<tr>
<td>What words and phrases describe the character's actions or choices?</td>
<td>A big yellow toad, one of their neighbours many, rubbed her stomach and burped loudly</td>
<td>She is not like normal people. She is greedy and rude and acting like a greedy caterpillar</td>
<td></td>
</tr>
<tr>
<td>What do others say about the character?</td>
<td>Henry said she popped his rugby ball. They think she is scary. Emily said she didn't deserve a job as a babysitter</td>
<td>She doesn't say hang the frightful.</td>
<td></td>
</tr>
</tbody>
</table>

Make an inference about this character. Is the character like someone else you know? Would the plot change without this character? In what ways? She is not normal... she is a fantasy character. She is a bit like a mad scientist and a bit like the very hungry caterpillar because she is trying to turn into a butterfly. It wouldn't be funny because if she was a normal babysitter she wouldn't be so scary and they wouldn't try to zap her.
Activity

Familiarise yourself with the illustrations provided.

In particular, take note of what the annotations show you about the student’s expertise in relation to the aspect.

With someone at your table, select and carefully read a couple of illustrations, one reading, one writing.

• Together, discuss the teaching that underpins the student’s reading or writing expertise.
• What scaffolding was provided for the student?
• What teaching would help the student develop independence in using their reading or writing to organise for learning?
Tuatara

- Tevin follows the teacher’s template to record **specific questions** he has about tuatara before reading the article.
- **During** the reading, he thinks of and records a **further** question, “What are fossils?” and finds the answer near the end of the article.
- **After** his group read and discuss the article, Tevin refers to the “Question/Answer” template again to record and **clarify** information on the uniqueness of tuatara. He is now able to use specific language from the text, such as “endangered”, “predators”, “native bush”, “cold blooded”, “ancient” and “fossils”.
- Through this careful reading, supported recording and clarification of information, Tevin discovers that tuatara are cold blooded, and this leads to a further question (“Are there any more cold-[blooded] animals in New Zealand?”), which he plans to investigate using classroom materials.
Activity

‘Tuatara’ sits in several aspects, including in ‘reading to organise ideas and information for wider learning purposes’, and ‘using writing to think and organise learning’.

Take a few minutes to revisit ‘Tuatara’ and note the integrated reading and writing purposes, and expertise required.
Summary

• What do you think is important for teachers’ to notice about their students’ use of reading and writing in the two aspects we have explored today?
• How can teachers use the frameworks to support their students’ use of reading and writing as tools to organise ideas etc for learning, at the same time, develop their independence?