Tertiary Education Commission
Te Amorangi Mātauranga Matua

TEACHING ADULTS TO READ WITH UNDERSTANDING

USING THE LEARNING PROGRESSIONS

Mā te mōhio ka ora:
mā te ora ka mōhio

Through learning there is life:
through life there is learning!

The Tertiary Education Commission would like to thank the many people who have contributed their time and expertise to this document, in preparation, design and development, consultation and review.

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USING THE LEARNING PROGRESSIONS

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Introduction

Teaching Adults to Read with Understanding: Using the Learning Progressions is part of a set of resources developed to support the teaching of literacy and numeracy for adult learners. The end goal is to enable tutors to meet the learning needs of their adult learners so those learners can engage effectively with the texts, tasks and practices they encounter in their training and learning. The suggestions in each resource are aligned with the following Tertiary Education Commission (TEC) publications:

- *Learning Progressions for Adult Literacy and Numeracy: Background Information*
- *Learning Progressions for Adult Literacy*
- *Learning Progressions for Adult Numeracy.*

These can be located on the TEC website at: www.tec.govt.nz

These resources are based on research into effective adult literacy and numeracy, as described in *Lighting the Way*.[1] They also draw on school-sector work in literacy and numeracy, including Numeracy Project publications and the teachers' books *Effective Literacy Practice in Years 5 to 8* and *Effective Literacy Strategies in Years 9 to 13.*[2]

Readers are referred to the learning progressions publications (as listed above) for more detailed discussions of adult learners, ESOL learners and the theoretical basis for each of the progressions. These books also contain glossaries and reference lists.

This set of resources has been developed to support the learning progressions. The suggestions are initial ideas only: they are aimed at helping tutors apply the learning progressions to existing course and learning materials. It is expected that tutors will use, adapt and extend these ideas to meet the needs of learners and their own teaching situations. There are many other resources available for tutors to use, and comparisons with the learning progressions will help you determine where other resources may fit in your programmes, and how well they might contribute to learner progress.

1 Ministry of Education (2005). *Lighting the Way.* Wellington: Ministry of Education.
2 Ministry of Education (2006). *Effective Literacy Practice in Years 5 to 8.* Wellington: Learning Media Limited.
Ministry of Education (2004). *Effective Literacy Strategies in Years 9 to 13.* Wellington: Learning Media Limited.

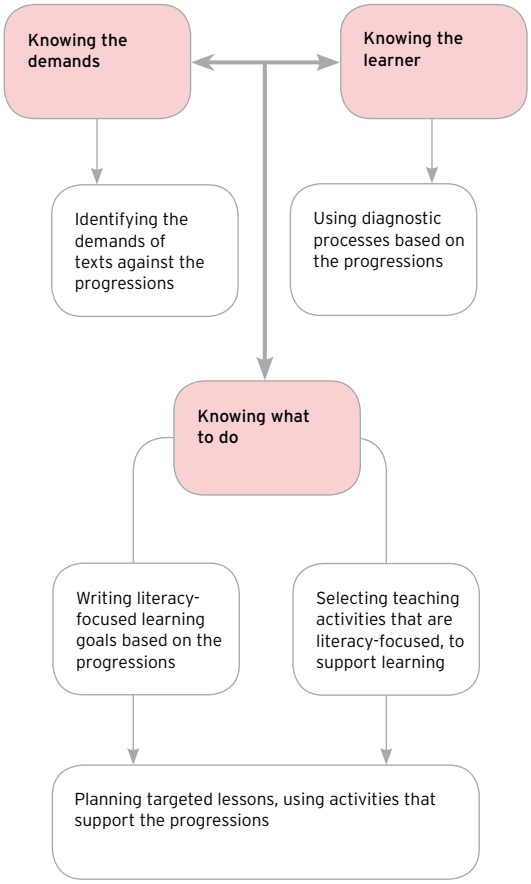
How to use this resource

There are three main sections in this resource:

- Knowing the demands (of the texts that learners want or need to read).
- Knowing the learner (what they can do already, in order to determine the next learning steps).
- Knowing what to do (to help learners move on to the next steps).

These sections fit a process that can be illustrated as a flow chart.

Teaching adults to read: using the learning progressions



It is not essential to follow this order – in some circumstances, it will make sense to start by getting to know the learners, before finding out what it is that they want to be able to do.

The following guide to working with this resource should be used alongside the information in *Learning Progressions for Adult Literacy.*

Knowing the demands

First, identify the reading demands of the texts the learners need to read and map them against the learning progressions. There are two templates that can be used to map texts: a basic one for tutors who feel confident about identifying the demands of texts, and a detailed one for tutors who need further support, or who wish to use a thorough analysis of a text. Copies of these can be found in Appendix A.

In this section, you will find an example of a text that has been analysed (mapped) against the reading progressions. There are further examples in Appendix B. This mapping shows where the challenges may be for learners. In all of these examples, mapping has been done using the basic and detailed mapping templates.

Knowing the learner

Use the tools in this section and the learning progressions to identify the learners' skills. This section contains three different tools that can be used with groups and individuals to identify their reading strengths and needs. Several clear examples and templates are provided.

Knowing what to do

Use the learning progressions to set achievable goals for and with the learners. The decisions about what to teach should be based on the learning progressions and identified demands of the reading tasks. Identify specific activities and materials to use (based on your course and context), then apply them in your teaching. Finally, review and reflect on the outcomes for the learners, with the learners.

In this resource, mapping the tasks the learners will encounter is the first step in planning for instruction. The next step is finding out where the learners 'sit' on the progressions.

Where there is a gap between what the learners can do and what a task demands, you and your learners can refer to the learning progressions to make decisions about what to teach and learn next.

Strands and progressions

The learning progressions are organised within seven strands that cover the key components of listening, speaking, reading, writing and numeracy. Each progression shows a series of steps that reflects the typical sequence of skill development for oral language, written language and numeracy. The steps described are not tasks to be mastered in a set order. They do, however, offer information and a structure that can be used to develop curricula and learning and assessment tools. This current resource provides examples of how the progressions can be used. You are encouraged to design your own materials for teaching and learning to meet the needs of the adults with whom you work.

It is important to keep in mind that although the progressions are described in separate strands, in practice, we use literacy, language and numeracy skills and knowledge in ways that are typically interconnected. For example, a person may **listen** to a report about rising interest rates, **speak** to their partner about their mortgage, **read** information from several banks (using their knowledge of **numbers** to interpret and compare rates), then **write** questions to ask a bank about the options for managing a mortgage. Even filling in a form requires both reading and writing skills, and may also involve a discussion to clarify terms or requirements. Learners will better understand how their existing knowledge can support new learning when these connections are made clear.

Knowing the demands

Applying the progressions to reading tasks

A text places different demands on the reader depending on the way the writer has structured the text and on the experiences, knowledge and skills the reader brings to the text. Writers want to communicate their ideas to readers. They have a particular audience and purpose for writing in mind, and they use particular knowledge and skills in their writing. Readers, on the other hand, come to a text with their own purposes as well as their own background, knowledge and skills. In many ways, reading can be judged successful to the extent that the purposes and knowledge of writer and reader match.

If learners are required to read texts for which they do not have the necessary skills or knowledge, the text may be too difficult for them to understand. They may become frustrated and will not gain value from the text. One way to determine the accessibility of a text is to check it against the learning progressions for reading to identify the skills a person would need to have in order to read the text with understanding. This section shows how you can do this by mapping texts against the progressions.

The learning progressions for the reading strand are:

- Decoding
- Vocabulary
- Language and Text Features
- Comprehension
- Reading Critically.

These aspects of reading operate together, but texts are often more challenging than a casual look will reveal. For example, a text that seems to use fairly straightforward vocabulary and sentence structures may be deceptively complex because it is written with subtle bias or hidden meanings. When mapped against the *Reading Critically* progression, you would be able to identify the skills a reader would need to have in order to understand the text fully.

Mapping texts against the progressions

Mapping a text shows you what knowledge and skills a learner would need in order to read that text with understanding. When you map the texts that are essential to a course against the progressions, and compare this information with what you know about the learners (see 'Knowing the learner'), you will be able to determine your priorities and select suitable teaching activities and materials (see 'Knowing what to do').

In this section, you will find one example of a text that has been mapped against the learning progressions using a detailed mapping template. Appendix B.1 has an example of the same text mapped using an alternative, basic mapping template. There are copies of these templates in Appendix A and further examples of mapped texts in Appendix B. Use these templates and charts for mapping the texts you wish to use to in order to determine their challenges.

To map a text

1. Decide how you want to use the text:
    - What teaching and learning purposes could it serve?
    - Through using it, what could you find out about your learner/group?
    - Through mapping it, what could you find out about the text?
2. Decide how much of the text to map – one page of any document is usually enough.
3. Decide which progressions to map the text against: you may not need to map them all.
4. Try a 'best guess' by using the summary chart first to get a general feel for the text (see Appendix A.1).

5. Use a mapping template (see Appendices A.2 and A.3) to map the text against each progression. The questions in the templates are designed to help you justify or revise your guesses about the text.

   If you are familiar with mapping texts, you may wish to use the basic mapping template (Appendix A.3).

6. Review your 'best guess' summary chart and revise it if necessary: this is the 'map' of the text (Appendix A.1).

Keep in mind that this is not a rigid step-by-step process: rearrange it to suit your needs.

You will need to have the reading progressions and mapping template beside you as you work through the text.

When you have mapped a text, ask yourself (and discuss with colleagues and/or the learners) questions about the results:

- What does the mapping suggest about how suitable this text is for the learners?
- What would be the best strategies and activities to use for teaching this text?
- When you are familiar with your learners, you will then need to ask: What are the next teaching and learning steps for the learner/group you want to use the text with? (See 'Knowing the learner' and 'Knowing what to do'.)

Example of mapping a text

Text: *Personal information form*

Personal Information

Please use block letters to complete this form.

Name:

My first name is (given/first name)

My surname is (family/last name)

Address:

No/Street

Suburb

City

Date of birth: / /

Gender: ☐ Male ☐ Female

Nationality:

Marital status: ☐ Single ☐ Married

Residential status:

☐ New Zealand citizen

☐ Permanent resident

☐ Temporary resident

Email:

Driving licence:

☐ Nil ☐ Learner's

☐ Restricted ☐ Full

In an emergency – contact:

Next of kin

Relationship

Phone no (day)

Phone no (night)

Phone no (cell)

Address:

No/Street

Suburb

City

In this example, we have mapped the whole text because it is short. First, we made a 'best guess' at the approximate steps (or level of difficulty) the text represents.

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

We checked our 'best guess' by using the detailed mapping template. You may prefer to use the basic mapping template instead: see Appendix A.3 and the examples in Appendix B.

In this example, only the information for relevant steps in the progressions is shown.

Using the detailed mapping template

Text: *Personal information form*

Decoding

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Are most of the words everyday sight words?	No – contains high-frequency as well as complex words.
	• Can longer, complex words be decoded using more complex strategies, such as: drawing on context (the words nearby) to monitor for accuracy and sense (eg. given/first name); recognising spelling patterns (eg. gar- in garden, garbage, garlic)?	Several words require use of more complex strategies: *Surname* *Gender* *Marital*

Vocabulary

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Are most of the words familiar, everyday words?	Some, not most.
	• Can the meanings of words be accessed using a wider range of simple strategies, such as: applying own experience to predict meaning of words; using illustrations and other graphics for clues; understanding that some words can be split into specific parts, and recognising that each part has meaning (compound words, prefixes and suffixes); applying knowledge of word families.	Support in format of text helps learners unpack unknown words (eg. given/first name). *Gender* can be worked out by having to tick either the male or female box. *Driv-ing, Inform-a-tion* *Surname/name* *Male/female* *Learners, restricted* used specifically to refer to driving licence.

Language and Text Features

QUESTIONS	EXAMPLES FROM THE TEXT
• What type of text is this? What features tell you this?	Form to be completed by reader/user.
• What can you say about the forms and functions of the words? Consider: word endings (showing tense), linking words (linking ideas, actions, points), word order (signalling active, passive).	Prompts (eg. headings, sentence starters) guide user to complete each section.

Comprehension

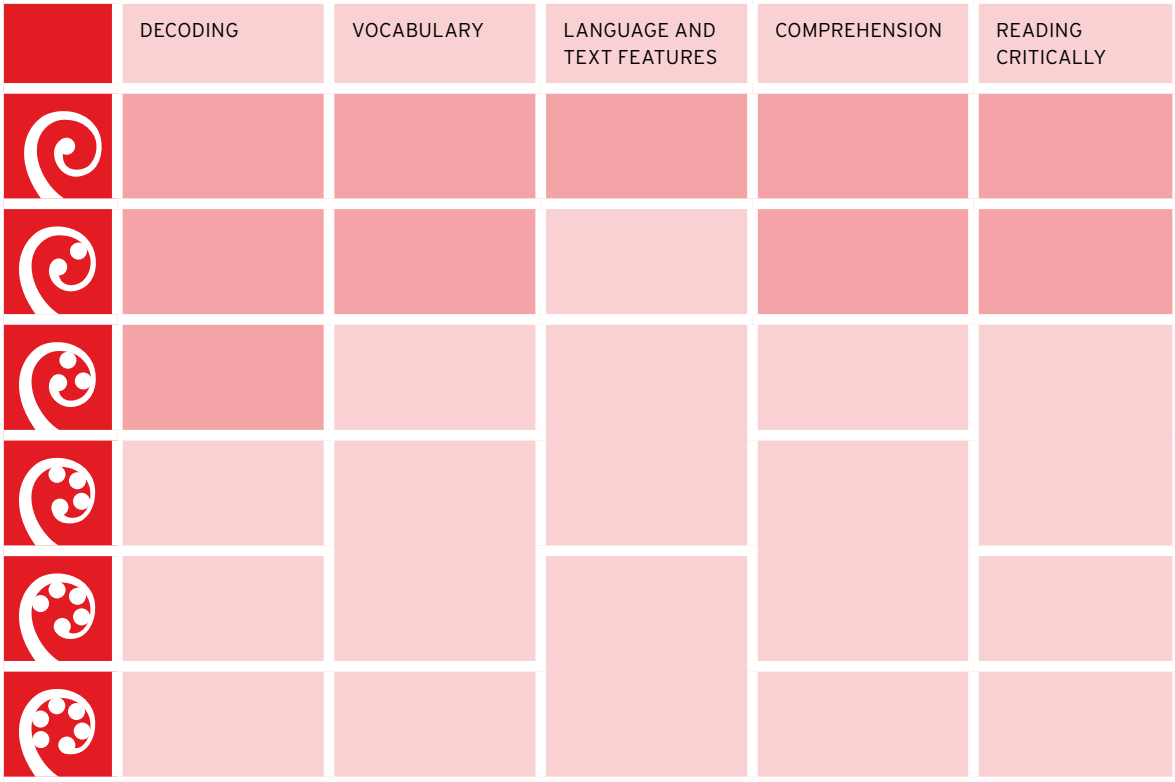
QUESTIONS	EXAMPLES FROM THE TEXT
• Is this a short, simple text?	Yes, use of simple phrases, and no sentences.
• Are the ideas or information clearly expressed? • Are there strong connections with things readers will already know about?	Use of knowledge of forms to understand what has to be done. Limited need (eg. working out meaning of *restricted* and *full* in relation to *driving licence)*. Re-reading would help, as support is provided in the text.
• Could a reader get the gist of the text by using simple strategies, such as: locating specific details rather than reading the whole text?	Yes. The text is structured precisely to locate specific details.

Reading Critically

QUESTIONS	EXAMPLES FROM THE TEXT
• What assumptions does the writer make about the reader and their level of knowledge of the topic?	The writer assumes the reader needs some support to fill out the form, and tries to make the written task as simple as possible.
• How does the writer use language and text to achieve their purpose?	By using synonyms and rephrasing (eg. *family/last names*).

Based on the detailed mapping, we reviewed our 'best guess' and made a change because the decoding demands were more challenging than we first thought.

Summary chart: *Personal information form*



This indicates that learners may need further support with the document if their decoding skills are not at the 3rd step of the *Decoding* progression. Some learners may also need additional support with vocabulary to understand the specialised words such as *gender, marital status, next of kin* and *relationship*.

Appendix B contains further examples of texts that have been mapped against the learning progressions. Use these to test and practise your skills at mapping texts.

Knowing the learner

Teachers of adult learners will want to know about learners' experiences of reading, their reading behaviours and habits, and their reading strengths and needs. This section includes three approaches you can use, singly or in combination, to find out more about learners. You can consider each approach and decide which would be most useful to use or adapt to meet your own information needs and those of learners.

The three approaches are:

- reading focus groups
- a survey of learners' reading behaviours, habits and attitudes
- a diagnostic assessment process based on the reading progressions.

The first two approaches do not provide hard data to map against the progressions. They are used to help you find out the feelings and thoughts that learners have about reading and the reading process. The questioning used in the focus groups and survey is similar in many ways, but both provide the means to gain information from a group or individuals. Use your judgement to decide which will best suit the needs of your learners and your teaching.

The diagnostic assessment process provides data that can be used to profile a learner against the progressions for reading. It has been developed primarily to help tutors make rapid decisions about whether or not learners would be able to cope with the demands of the texts they need to read as part of a course of study. Because it is evidence-based, it allows you to identify learners' strengths and needs.

These approaches are not intended to be rigorous, comprehensive assessments of reading: they have been developed by educators as practical guides, suitable for a variety of adult learning contexts.[3]

Reading focus groups

The purpose of reading focus groups is to gather anecdotal information about what adult learners do when they read. This is done through a semi-structured conversation with learners. A focus group will give useful information about learners and some indication of how they handle areas of reading as described in the progressions. The focus group discussion is also a great way for learners and tutors to get to know each other as they develop a learning community. You should be aware, however, that the information gained is not 'hard data'. It cannot be used to provide a baseline or to show where a learner 'fits' in relation to the learning progressions.

The process described here can be carried out in one or more discussion sessions. It may be followed by a later discussion to check on the teaching and learning that has taken place.

Preparing for the discussion

- Allow one to one-and-a-half hours for the discussion. Print off a copy of the focus group questions (Appendix C.1) and have them with you, giving copies to the learners, too, if you wish. You may also want to have a pad and pen for recording information and ideas.
- Form small groups of approximately four to six people. Where possible, put learners who seem to have a similar level of reading skills in the same focus group. Plan to meet with each group at a different time.
- Have the group sit in a small circle, where everyone can see and hear each other.
- Spend a few minutes chatting and putting people at their ease. You may want to ask an opening question and allow two minutes of conversation around the topic, as a warm-up activity.

3 A comprehensive reading assessment tool is currently in development and is due to be trialled in 2009.

Suggestions for introducing the discussion

These suggestions may be adapted to meet the needs of your learners, but try to include all the information.

"I'd like to invite you to participate in a conversation on reading. The conversation should take around half an hour." (This gives learners an opportunity to opt out of the conversation if they wish.)
"It is important to understand there are no right or wrong answers. This is a discussion to share reading experiences so that I can improve my teaching of reading."
"Does anyone have any questions at this point?"

During the discussion

Lead the focus group conversation by asking some or all of the questions (Appendix C.1) and facilitating the discussion, ensuring everyone has the time and opportunity to respond to each question. The questions are provided in three sections. Specific suggestions for prompt questions are included.

The following general prompts can be used as required to clarify and extend people's responses:

"Can you tell me more about that?"
"Can you give me an example?"
"Can you give me some more details about ...?"
"Can you tell me about a time when ...?"
"Are there any other things you do when ...?"

Notice how the learners talk about their reading behaviours and the strategies they use. Remember that you are trying to get the learners' own words, thoughts and concepts about reading, so do not give them suggestions that do not arise from what they say.

Recording the discussion

A recording form is included in Appendix C.2. It is not easy, however, to conduct a conversation, pay attention to what people are saying and make notes at the same time. For this reason, we suggest that you either tape the interview (with the learners' permission) or ask one of the participants or another tutor to make brief notes.

After the discussion

Reflect, with the group and as a tutor, on the information that has been provided, and consider the implications for the group's interests and learning needs. Use this information to help plan the next stages of teaching and learning.

Following up at a later stage

After teaching and learning has taken place (perhaps at the end of the semester or course), reconvene the group and ask them the questions in Part D of Appendices C.1 and C.3). Reflect on the information you gather, and consider the implications for your future teaching or training.

'Attitude to reading' survey

A detailed survey can be used with individuals or small groups to gain a better understanding of learners' attitudes to reading and their reading behaviours and habits. The information provided in the survey may be quite specific and will be useful for helping you to identify the issues that the learners themselves recognise, and to begin to understand how they approach the aspects of reading described in the progressions. It is not 'hard data', however; it cannot be used to provide a baseline or to show precisely where a learner 'fits' in relation to the learning progressions.

Ways to use the reading survey

Use the attitude survey in the way that works best for you and the learners. For example, you could select one of these options:

- *Work with one learner at a time*. Read the questions aloud and write down the answers. This will be the most suitable method for learners whose reading and/or writing skills would prevent them from completing a written survey by themselves.
- *Make copies of the survey and give learners one each.* They can complete the survey, then hand it in. Use this method if you are sure the learners will be confident reading the form and writing their responses unaided.
- *Work with small groups to discuss the questions and record the responses.* This method will allow for a discussion that may help reluctant learners to respond. You will need to decide how to record responses and whether you want to identify individual responses or to construct a collated, group response.

Although the focus group questions and those in the reading survey are similar, the survey can provide a more detailed written record. This means that you and the learners can keep copies to reflect on, highlight areas for a learning focus, and return to at different times during a course or programme.

If some questions are not relevant, or if you wish to add others, you can tailor the survey to meet particular needs and circumstances.

The survey form is in Appendix C.4.

Using a diagnostic assessment process based on the progressions

This process has been developed to fill an interim need (identified by tutors) to reflect and complement the learning progressions for reading. It can be used with the authentic, connected texts that your learners will be expected to read as part of their studies, and will give you an indication of where a learner's strengths and gaps might lie.[4]

This diagnostic assessment process is a general screening tool, not a comprehensive assessment. By using course materials for the assessment, you can find out if the learner will be able to cope with the demands of the course or if the learner is going to need support. The assessment will indicate the specific areas (progressions) where support and/or instruction will be needed. If the assessment shows that the course material is too challenging for a learner, reassess using easier or modified material. Where it is clear that the learner would be unable to complete the course with the support and instruction you have available, alternatives may need to be considered: literacy tutors can assist here.

Aims

To familiarise tutors with using the Read with Understanding progressions to:

- make decisions about learners' strengths and needs, and to identify their next learning steps
- recognise that learner profiles may be 'spiky' (strengths in some areas but not in others)
- confirm impressions gained from other less-formalised methods, such as a focus group, and 'attitude' survey, or informal observations.

4 A comprehensive reading assessment tool is currently in development and is due for trialling in 2009.

Assumptions

The process described here is based on the assumptions that assessment should:

- be evidence-based
- include information about learners from the five progressions in the Read with Understanding strand
- take no more than 10 minutes to administer, and be easy to administer and evaluate
- be able to be used by vocational tutors
- be able to be extended by literacy tutors.

It is expected that literacy tutors will work with vocational tutors to analyse answers and/or go into further detail. Literacy tutors could use more in-depth and specialist assessment processes based on areas of concern that might be identified in this assessment (for example, if a learner's needs are complex or inadequately covered by this process).

Method

Overview

You will need to have first used the learning progressions (Read with Understanding) to map three authentic texts the learner wants or needs to read. Typically, these will be course requirements or supporting materials. See Knowing the demands, for information on mapping texts, and Appendix B for examples of mapped texts.

By using mapped texts for the assessment process you will be able to tell how well the learner copes with the text. The assessment will indicate the areas (progressions) where the learner is independent, needs support, or is not yet at this step. With this information, you can decide what to do next (the next teaching steps) to support learning.

In these assessments, we suggest checking for knowledge of language and text features first. This is because these features can often be discussed even if the learner is unable to read the text. This discussion helps 'warm up' the learner for the rest of the assessment.

If you know that decoding is NOT a problem for a specific learner, focus on the other areas for assessment, particularly comprehension. You may wish to develop further questions to check for comprehension (based on the text) in more depth.

Before the assessment (preparation)

1. Use the learning progressions to map three authentic texts the learner wants or needs to read. You will not need to map whole texts – approximately 300 words, or no more than one page, of each text is enough.
2. Make two copies of the assessment form (Appendix C.5) for every text you will use with a learner. One will be for recording your model responses; the other will be for recording the learner's responses.
3. Count the first 100 words of each text and put a mark after the hundredth word on the text.
4. Locate five suitable key vocabulary words in the mapped text and list them on both copies of the assessment form.
5. Write model responses to the assessment questions in the *Vocabulary*, *Language and Text Features*, *Comprehension* and *Reading Critically* sections on your model responses copy of the assessment form.

During the assessment

1. Introduce the task by saying to the learner:

   "These are examples of the sort of reading we'll be doing in our course. Choose one you'd like to work with now."

   Alternatively, you can make the selection and give the text to the learner.

2. Ask the learner to take a few minutes to look over (skim or read) the text silently then ask the questions in the *Language and Text Features* section of the assessment.

3. Ask the learner to re-read the first 100 words (as marked) aloud. Stop the learner if the text is obviously too hard (see Note below, and the *Decoding* section of assessment).

4. Now ask the learner to read through the text silently, then ask the remaining questions.

5. Write down the learner's responses to the whole text but do not evaluate them during the assessment. As the learner responds, you may need to check as you record, for example, you might say, "Did I get that down right? You said ...". Be careful not to change or add to the learner's response.

Note: What is a decoding error?

A decoding error is the result of the learner not being able to recognise the printed word, or read it aloud in a way that makes sense to the listener. The learner may have trouble sounding out a word, or may be confused about the sounds that letters represent. It is not an error if the learner self-corrects. We count it as an error if the learner's *final* attempt at the word is not correct.

After the assessment

1. Thank the learner for participating. Use the boxes at the end of each progression section to evaluate the learner's responses. You may need to try an easier or more difficult text to find the best match for the learner: use the same process.

2. Use the recording sheet (Appendix C.6) to compare the results with the mapping of the text. For each of the progressions, you will now be able to identify if the learner can read the material independently or if they need support. Alternatively, you will be able to identify that the text may be too demanding for the learner. Summarise this as a profile: see the example on page 22.

3. Share the information with the learner and discuss any concerns the learner may have.

4. Based on the profile, make decisions about the teaching and learning goals and materials that will best support the learner's reading development. Make notes on the recording sheet.

5. If you are a vocational tutor, you may wish to consult a specialist literacy tutor for further analysis or assistance with decisions.

Worked example of diagnostic assessment

The example that follows shows how a tutor assessed a learner on an automotive trades course, using the mapped text, Internal combustion engine (see Appendix B.4). The mapping of this text is shown here for reference.

Text: *The Internal combustion engine*

Summary chart

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

In the charts below, the left-hand column shows:

- instructions to the tutor giving the assessment
- the words the tutor uses to instruct and question the learner (in italics)
- model answers to the tutor's questions, in brackets. These are written in advance by the tutor.

The right-hand column shows the learner's responses.

The row at the foot of each table is shaded to show the tutor's evaluation for this learner.

Name of learner: K C Gradwell

Date: 20 November 2007

Course: Automotive trades

Assessment number: (1) 2 3 4

Text used: *Internal combustion engine*

Start by asking the learner to look over the text silently. If you know that decoding is NOT a problem for the learner, focus on other areas.

Language and Text Features

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
1. *What kind of text or writing is this?* (It explains how something works.)	1. To tell you about how fumes burn in an engine.
2. *Where are you likely to find a text or writing like this?* (In a textbook or instructional book.)	2. In a car repair workshop.
3. *How do you know this?* (Headings, diagrams, labels, facts about engine.)	3. Because it's got words like "engine" and "car" and stuff.

ASSESS THE LEARNER'S RESPONSES		
☐ Inadequate	☐ Includes some key elements of answer.	☐ Includes all key elements of answer.

Decoding

MARK THE PLACE WHERE THE FIRST 100 WORDS OF THE TEXT END AND ASK THE LEARNER TO RE-READ TO THIS PLACE ALOUD.	COUNT THE LEARNER'S ERRORS
Please re-read from here to here aloud. (Point to where the learner should stop.)	Put down a finger for each wrong word. If there are eight or more errors, the text is too difficult.

COUNT NUMBER OF ERRORS									
10	9	8	7	6	5	4	3	2	1
This text is too difficult for the learner.			The learner needs support to read this text.				This text is not too difficult. The learner can read it independently.		

continued...

If there are eight or more errors

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
• *What did you think of this text?* • *There's another text I want to read with you, and we'll do that later.*	Ok, a bit tricky to read.

Do not continue with this text. Start the process again with an easier text.

If there are fewer than eight errors, ask the learner to read through the text silently then continue with the assessment.

Vocabulary

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
What is the meaning of this word, as it is used in this text? (Point to each selected word in the text in turn.) *Mechanical* (to do with machines or motors)	Something that can be run on, like petrol or electricity.
Piston (part of engine that moves in a cylinder)	The thing that stops gases getting out and so the engine can't overheat.
Transparent (clear; see-through)	See-through.
Compressed (pressed together)	Pushes together.
Combustible (can burn)	Make fire.

COUNT THE NUMBER OF CORRECT LEARNER RESPONSES		
1 or below	2–3	4–5
This text is too difficult for the learner to read independently. Do not continue.	The learner needs support to read this text.	This text is not too difficult for the learner.

Comprehension

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
Tell me what this is about in your own words – just a few sentences. (Explains how engine converts energy, what the cylinder is, how the piston works, what happens to the air in the cylinder, what the spark plug does.)	It's about how an engine and pistons make heat and gases and pistons can stop this. It shows pictures to help explain as well.

ASSESS THE LEARNER'S RESPONSES		
☐ Inadequate.	☐ Includes some main ideas or details.	☐ Includes all main ideas and some details.

Reading Critically

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
Who do you think this was written for? (People who need to know how engines work.) *Why do you think that?*	People who need to fix engines.
Why might it have been written? (To explain how it works for people in training courses.) *Why do you think that?*	To tell people how engines may create dangerous fumes.
Who might have written this? (Specialist textbook writer, engineer.)	A person who knows a lot about cars.

ASSESS THE LEARNER'S RESPONSES		
☐ Inadequate.	☐ Includes some key elements of answer.	☐ Includes all key elements of answer.

continued...

Reading diagnostic recording sheet

Name of learner: K C Gradwell

Date: 20 November 2007

Course: Automotive trades

Assessment number: (1) 2 3 4

Text used: *Internal combustion engine*

Summary chart

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

Learner's profile for this text

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY
Not able			√		√
Needs support		√		√	
Independent	√				

Comments: *(For example, comments about what the learner knows and can do.)*
"KG's decoding is at the level required to cope with texts of this sort in the course, but she needs instruction and support to develop vocabulary and comprehension. She is not aware of the ways that language and text features can help with understanding, and we need to work on this, too. Critical reading is not so important with this text."

Next teaching and learning steps (indicate priority):
"Provide alternative reading task to assess KG's skills in language and text features, vocabulary and reading critically. Add areas of learning to her individual learning plan. Start with a focus on improving vocabulary (especially the kind of words she needs for this course) as a way of increasing her comprehension."

(See page 26 for a quick guide to teaching and learning activities designed to develop learners' skills and knowledge in each progression.)

Check another reading sample on (date):
"As soon as possible, with a less demanding text."

Knowing what to do

Teaching using the progressions

Having used the previous sections, you are now equipped with information about task demands and learner needs, and you are ready to plan for teaching and learning. Often, you will have little say in the technical or work-based content of a course, but you will need to plan ways in which you can meet the learners' literacy needs within the constraints of the course or work situation. A plan can be 'in the head' or developed on the spot when a need arises or an opportunity is presented. A plan can also be a deliberate, written guide for work in the short-, medium- or long-term future.

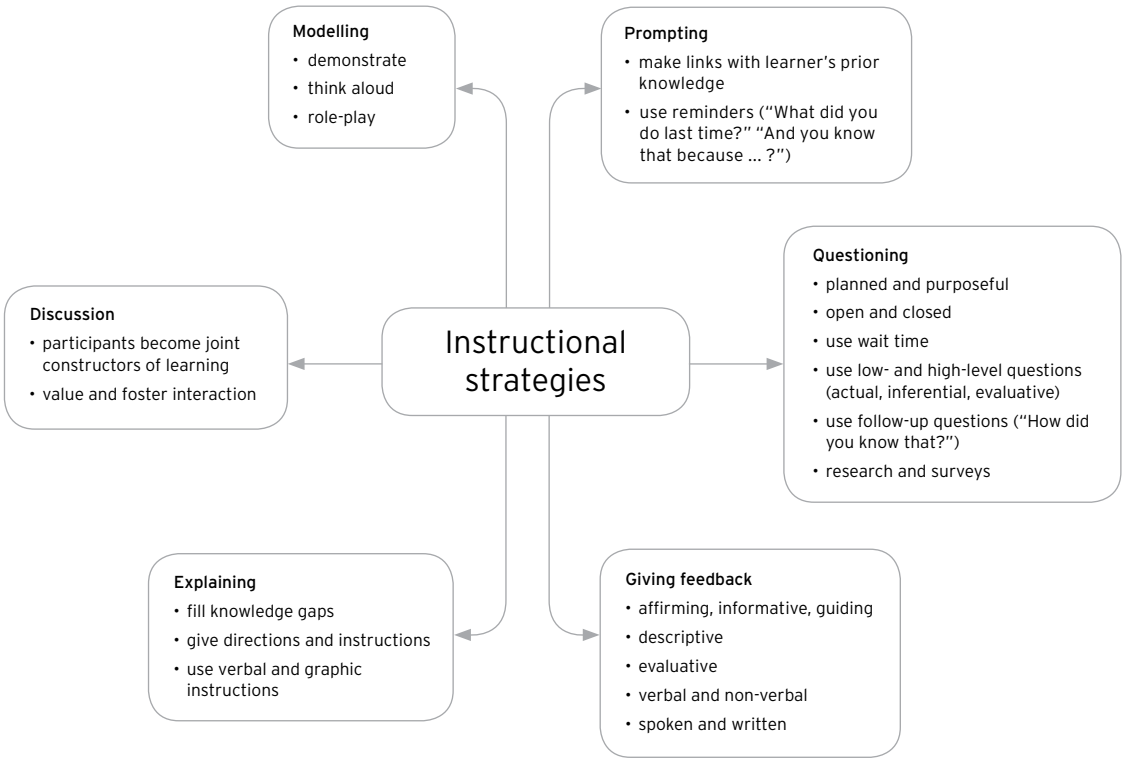
Deliberate, strategic teaching is important and can make a huge difference to learners' progress. This is true for all teaching and learning, not just in the area of literacy. When you interact with adult learners, whatever the setting or subject, you use a range of instructional strategies to develop the learners' knowledge, strategies and awareness. You need to provide instruction that:

- encourages the learners to progress independently
- is focused, explicit and direct, so that it shows the learners what proficient adults know and do
- is directed towards specific goals that the learners recognise and understand
- is used consciously and deliberately for a purpose
- provides multiple opportunities to practise, so that new learning is reinforced and embedded
- is part of a wider environment that facilitates learning
- is relevant, challenging, interesting and enjoyable for the tutor and the learners.

When you are aware of the instructional strategies you can use, you are better able to provide such instruction and to choose the best of these strategies for your teaching purpose.

Instructional strategies may be used by both tutors and learners. The goal of adult educators is to move learners from dependence on the tutor to independence of the tutor. To encourage this independence, you need to set up activities that require learners to use these same teaching strategies with each other. Your role is then to prepare activities where learners model for, question, prompt, give feedback and explain to each other. The activities in this section are intended to promote this kind of peer learning and teaching.

Using instructional strategies



Activities for teaching and learning reading

> The reading progressions are … based on research evidence that indicates the need for all learners to develop a knowledge base, a repertoire of strategies and an awareness of how to put their knowledge and strategies together to comprehend written texts.
>
> *Learning Progressions for Adult Literacy and Numeracy: Background Information*

The activities in this section can be adapted and used to help meet the needs of learners, within the contexts of specific courses and situations. They are designed to complement the learning progressions, and readers are referred in particular to the notes that accompany each progression (see *Learning Progressions for Adult Literacy*). In addition, there are further explanations of each strand in that text, and more detailed theoretical background in *Learning Progressions for Adult Literacy and Numeracy: Background Information*.

Many of these activities can serve multiple purposes, and they may involve the use of knowledge and skills across several literacy, language and numeracy progressions. You are encouraged to integrate all these aspects of learning as far as possible, in line with the ways in which knowledge and strategies are used in real-life situations. For example, a retail assistant making an order for stock may be required to read a catalogue to locate specific information, write out the order, calculate the cost of each group of items and then calculate the total amount of the order.

The table opposite can be used as a quick reference guide to find activities that suit work on specific progressions. Many of the activities can be adapted for use in different ways, and can be used with texts directly related to the workplace or course content.

Activities that can also be used to develop listening, speaking and writing skills are indicated with * (Listening and Speaking) or # (Writing).

The table uses an abbreviation of the name of each corresponding reading progression – these also appear at the top of each activity as a guide.

RdDec	= Reading: Decoding
RdVoc	= Reading: Vocabulary
RdL&T	= Reading: Language and Text Features
RdComp	= Reading Comprehension
RdCrit	= Reading Critically

Linking activities to the reading progressions

ACTIVITY	RdDec	RdVoc	RdL&T	RdComp	RdCrit
Word sort page 29	√				
Word building page 30	√	√			
Word maps # pages 31, 32		√			
Interactive cloze pages 33, 34		√	√	√	√
Clustering # page 35		√		√	
Structured overviews # page 36		√	√	√	√
Clines * # page 37		√			
Predicting and defining new words page 38		√		√	
Concept circles # page 39		√		√	
Pair definitions # pages 40, 41		√			
Word and definition barrier activity page 42		√		√	
Identifying key words page 43		√		√	
Navigating a text page 44			√	√	√

* *Indicates an activity that can be used for listening and speaking.*
\# *Indicates an activity that can be used for writing.*

Note that Appendix E contains a list of suggestions for teaching decoding skills and strategies. The suggestions are ordered according to the steps in the *Decoding* progression.

ACTIVITY	RdDec	RdVoc	RdL&T	RdComp	RdCrit
Surveying language and text structure page 45			√	√	√
Brainstorming # * page 46		√		√	
KWI activity page 47				√	
Previewing and predicting text content page 48			√	√	√
Asking questions page 49				√	√
Skimming and scanning page 50			√	√	
Identifying main ideas page 51				√	
Using 'comment codes' page 52				√	√
Using question dice page 53				√	√
Selecting relevant information page 54				√	√
Using three-level thinking guides pages 55, 56				√	√
Reciprocal teaching of reading pages 57, 58				√	√
Shared reading page 59	√	√	√	√	√

* *Indicates an activity that can be used for listening and speaking.*
\# *Indicates an activity that can be used for writing.*

Note that Appendix E contains a list of suggestions for teaching decoding skills and strategies. The suggestions are ordered according to the steps in the *Decoding* progression

Word sort

RdDec

The purpose of the activity

In this activity, the learners sort words chosen for relevance to a specific topic or context. This enables the learners to focus on identifying key features that words may share in a reading passage.

The teaching points

- Focusing on word parts or features.
- Identifying relationships between words.
- Finding further examples when reading independently.

Resources

- A set of at least 20 cards, each with a different word. Words should be selected in such a way that at least half of them share the key feature or criterion.

The guided teaching and learning sequence

1. Choose the criterion that will be the focus, for example, words that have different numbers of syllables, or words that include a particular prefix, suffix or sound.
2. Write the criterion on the board or on a card and explain it to the learners.
3. Ask the learners to examine each word card and decide whether or not the word meets the criterion.
4. Discuss the words that are selected, pointing out the way the focus criterion is shown in each one.
5. Ask the learners to search for further examples of words that meet the criterion while they read independently.

Follow-up activities

Introduce further criteria, one at a time. For example, if the first criterion was "words that contain the prefix *auto*", add another criterion such as "words that have more than three syllables".

Ask the learners to come up with other criteria for sorting, keeping the focus on parts of words that will help them to decode new words.

Word building (word families)

RdDec RdVoc

The purpose of the activity

In this activity, the learners decode unfamiliar words by identifying root words and exploring the patterns that can be formed when they are changed. The purpose is for the learners to become familiar with the way in which words may be built around a root (for example, *jump, jumping, jumps, jumped*) to assist them in decoding.

The teaching points

- Identifying word roots while reading.
- Decoding words that have a known root.

Resources

- A reading text, whiteboard, markers.

The guided teaching and learning sequence

1. Choose several regular, everyday words that appear in the texts the learners are required to read.
2. Write one of these words on the board. Model the way a word family can be created from that word.
3. Ask the learners to give examples of sentences that contain each of the words you have added.
4. Write a different word root on the board and ask the learners to suggest other words that could belong to the same family.
5. Discuss the way the word roots change and, with the learners, look for patterns.
6. Discuss verbs that have irregular past tense formations, for example, *run, ran; hold, held*.
7. Ask the learners to highlight roots of words in their own reading and record the root and the additions to it (the word family).

Follow-up activities

Include compound words as well as inflected endings, prefixes and suffixes. Examples can include:

- *run:* runs – running – ran
- *play:* plays – played – playing – player – playful
- *stand:* stands – standing – stood – grandstand cake-stand – standard
- *work:* works – worked – working – worker workers – workable – workshop – housework overworked – teamwork
- *create:* creative – creation – creativity – creator creating – recreation.

Word maps

RdVoc

The purpose of the activity

The learners brainstorm words that relate to a single focus word in order to extend vocabulary relevant to the reading task.

By using a word map, you can find out about the vocabulary the learners have already and link that vocabulary to the reading topic. The word map shows the learners links between words (for example, how several words can be formed from one root or one head word). A word map can also clarify the relevant subject-specific meaning of a word that has more than one meaning.

The teaching points

- Making connections between words.
- Becoming aware that some familiar words may have different meanings in specific contexts.
- Using new words independently.
- Using words from different word classes, for example, adjectives and adverbs, as well as nouns.
- Critically analysing the relationships between words, for example, in discussing the completed word map, are the learners debating whether the meaning of one word is closer than another to the meaning of the focus word? Would everyone agree with the connections?

Resources

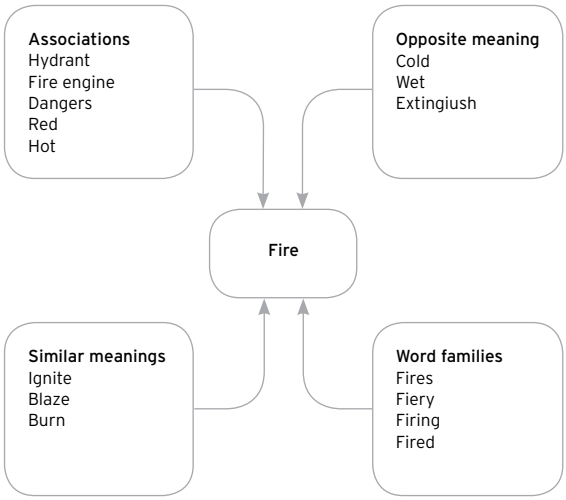
- A reading text, whiteboard, markers.

The guided teaching and learning sequence

1. Identify a key focus word from the text.
2. Decide what the various branches of the word map will be. These could be: the focus word itself used with different meanings; other words that have similar meanings; words from the same word family as the focus word; words that relate to the idea or theme presented by the focus word.
3. Write that word in a central circle on a chart or the board and draw the branches of the map on the board.
4. Identify headings for each branch with the learners before starting the brainstorm.
5. Ask the learners to brainstorm words that relate to the focus word. Record each word on the appropriate branch of the map (see example below). (The brainstorm can be a think-pair-share exercise before a word is contributed to the group discussion.)

continued...

6. Discuss the words on each branch. Discuss new words, familiar words used in new ways and relationships between words.



Follow-up activity

After completing a word-map with a group, you can use it for various purposes with groups and individuals. For example, you could provide a blank word-map structure with labelled branches; the learners could then fill in the spaces.

Interactive cloze

RdVoc | RdL&T | RdComp | RdCrit

The purpose of the activity

To use context clues in a sentence, paragraph or whole text to work out the meaning of unknown words and to read actively for meaning.

The learners are given a text with some words deleted and asked to fill in the gaps. In this type of cloze procedure, subject-specific words are not deleted because the focus is on deleting words that contribute to the general meaning or structure of the text.

The teaching points

- Using various text clues to identify the missing words and understand text. For example, learners:
  - recall the words they know already in a sentence and use them to help work out the missing words
  - think creatively to predict meaning as they read
  - critically analyse the usefulness of clues in the paragraph (for example, signal words such as *whereas* and connectives such as *because* or looking for the word to which a pronoun refers) to help them understand the links between sentences
  - notice text-structure clues, such as headings, subheadings and visuals.
- Placing grammatically correct words in the spaces.

Resources

- A text with appropriate words deleted.

The guided teaching and learning sequence

1. Choose an appropriate text similar to one the learners will use and delete a variety of words that are not subject-specific, making sure there are clues in the text for each missing word.

   Delete at least one word that signals the order of ideas – for example, *because, secondly* or *subsequently*.
2. Include among the deleted words some for which there are several alternatives, because this will promote discussion.
3. Give each learner a copy of the prepared text and discuss the sort of clues they could use to identify the deleted words.
4. The learners work on their own, writing one word in each gap in their copy of the prepared text. They could highlight the 'clue' in the text.
5. Have the learners move into pairs or small mixed groups to discuss their responses and to decide which alternatives are better.
6. Ask the learners to discuss the various responses as a whole group, comparing possible alternatives and explaining what clues they used to work out a missing word.

continued...

Follow-up activities

- Use a cloze procedure with subject-specific words deleted.
- Use a cloze procedure with every -nth word (for example, seventh) deleted, irrespective of its grammatical function.
- Make a paragraph cloze where a whole paragraph is omitted from a series of paragraphs (as shown in the diagram below). This activity, which helps the learners to work with coherent text, can be used as both a writing and vocabulary strategy. In order to complete a paragraph cloze, the learners must have previously read the whole text.

[Intact paragraph]

[Intact paragraph]

[Blank: learners write the content of this paragraph in their own words]

[Intact paragraph]

[Intact paragraph]

Clustering

RdVoc RdComp

The purpose of the activity

Clustering involves organising sets of key words from a text into specific groups in order to encourage the learners to think about and discuss the meanings of words and the relationships between words.

The teaching points

- Discussing words and their meanings.
- Using the words in discussion and critically analysing and negotiating the possible meanings.
- Using other new words learnt.

Resources

- Several identical sets of cards (up to 20 cards in each set), each card showing a key word or term that relates to the relevant subject content.

The guided teaching and learning sequence

1. Read a course-related text and identify key or unknown words or phrases that are relevant to the text. Prepare the sets of cards, using these words and phrases.
2. Give each pair or small group of learners a set of the cards.
3. Describe the activity to the learners. The first time, model how to create two or three clusters and then 'think out loud' about your clustering decisions before asking the learners to work in their groups.
4. The learners work together to arrange their cards in clusters or groups according to the meanings of the words on the cards. If necessary, they can have a 'don't know' pile; this discourages unsupported guessing. The learners should be able to give reasons for each of their decisions.
5. The learners agree on their clusters and then write, on a separate piece of paper, a general heading that describes each cluster. They place each heading above the relevant cluster. For example, for a text about hairdressing, cluster headings could include *products, equipment, hair styles* or *cutting*. Word cards in the cluster 'products' might include *shampoo, conditioner, styling mousse*.
6. Each group then explains their particular arrangement to the whole group or to another small group.

Note: Different groups will decide on different headings for their clusters and each may be valid.

Follow-up activities

The clustering activity is effective at various stages of learning words that relate to specific subject matter.

- Before teaching specific subject content, you can use clustering to activate the learners' prior knowledge of key words.
- After new words have been introduced, you can use the activity to reinforce the meanings of these words and to enable the learners to practise using them.
- At the end of a unit of work, this activity can be used to review the learners' understanding of the words they have learnt.

When the learners have become familiar with the activity, it may be useful for the learners to predict the headings they expect to find before they start actually grouping the words.

Learners can predict the meaning of the words in the "don't know" pile using the Pair Definitions activity on page 40.

Structured overviews

RdVoc | RdL&T | RdComp | RdCrit

The purpose of the activity

The purpose of this activity is to help the learners understand key words and ideas that are needed for learning specific content and to identify relationships between these words and ideas.

A structured overview is a hierarchy of key words or concepts that relate to one main idea. The main idea is written at the top of the page as a heading and other related ideas are recorded in boxes and connected by lines to the main idea and to each other. Structured overviews are most useful for information that is hierarchically ordered.

The teaching points

- Making, justifying and discussing choices about the relationships between key words and ideas in a text.
- Critically analysing possibilities.

Resources

- Prepare one or more structured overviews.
- A blank version of an overview for learners to use.

The guided teaching and learning sequence

1. Select a topic for which there is a clear hierarchy of ideas.
2. Select key words that relate to one main idea and organise them into a structured overview. (The learners should not see this overview.)
3. Draw up a blank version of the overview (that is, draw the boxes and arrows but don't add any words). Tell the learners what the heading (topic) will be.
4. Give the learners a list of all the words that go in the boxes on the blank overview. (This list could be written on the board, or copies could be given to the learners.)
5. Discuss the heading and show the learners how to put two or three of the words in the correct places on the blank overview. Think aloud as you do this so the learners know why you make each decision.
6. Ask the learners to complete the overview, working independently or in pairs.
7. Have the learners share and justify their decisions, comparing their results with those of others.
8. Discuss the possible options for their decisions.

Follow-up activities

The learners can develop their own structured overviews, either with your help or independently. For example, when the learners have worked through a clustering activity and organised selected words under general headings, they can then use a structured overview to present this work. The learners may need to be shown how to create an effective hierarchical structure by developing increasingly detailed subheadings (in an order that they can justify, giving reasons) under the main idea at the top of the page.

The learners can also use a structured overview to organise their writing and research tasks. As individuals, they brainstorm key ideas that relate to their main idea and write down all the relevant words they can think of. They then work either individually or in pairs or small groups to categorise their words, and they go on to prepare their own structured overview.

Remind the learners of this overview strategy when they are planning their writing and research tasks. As the learners become familiar with this strategy, they will learn more about when and how to use it. When a learner understands that the overview provides a useful framework for structuring their learning or for planning writing, they often adopt and use this tool almost automatically.

Clines

RdVoc

The purpose of the activity

A cline is a graded sequence of words whose meanings go across a continuum of meaning. A cline is usually shown on a sloping line. (The word derives from the Greek word *clino* – to slope.) Examples include:

mumbled, whispered, said, called, shouted, yelled, screamed, shrieked

hermit, recluse, loner, solitary, friendly, sociable, outgoing, gregarious

flat, shallow, deep, fathomless

The purpose of the activity is to have learners find out about shades of meaning between similar words by arranging words in a continuum. This enables learners to reinforce their understanding of the meanings of words and also to add new words to their vocabularies.

The teaching points

- Recalling known words and using new words.
- Discussing the nuances and shades of meaning of words.

Resources

- Sets of word cards that form clines.

The guided teaching and learning sequence

1. Select a topic or idea that can be expressed using fine nuances of meaning, for example, the weather, the state of an engine, hair colour, the consistency of a mixture (for cooking or concreting).
2. Choose one word for each end (or extreme) of meaning – these words become the boundaries of the cline.
3. Choose words the learners will be able to place in order between the end words.
4. Write these words on a set of cards and give an identical set to each pair or group of learners.
5. Ask the learners to work in pairs or small groups and to place the cards in order according to the degree or shade of meaning of each word.
6. Discuss the clines, comparing the order that each group made and asking the learners to justify their decisions. It may be necessary to use a dictionary to settle disagreements.

Follow-up activities

As a group, the learners can brainstorm words on a theme. They can draw a cline, using any of these words that could belong to a common cline. Discuss nuances in the meanings of the words in order to place each in the correct relationship to the others.

Numbers and symbols, as well as words and terms, can be used for clines.

Predicting and defining new words

RdVoc RdComp

The purpose of the activity

In this activity, the learners predict and define key words they think will be in a text they have previewed (for example, by skimming and scanning).

The purpose of the activity is to raise the learners' awareness of key words and to encourage them to think about their understanding of what these words mean.

The activity also helps the learners predict what they are going to read and supports them in identifying the purpose for reading.

They then read the text, identify any key words that they did not predict and go on to discuss definitions of these words. If necessary, they then revise their existing definitions in the light of their reading of the text.

The teaching points

- Previewing strategies to predict what is in the text.
- Identifying key words used.
- Using the context clues to construct appropriate definitions.
- Evaluating definitions.

Resources

- Chart as described below.

The guided teaching and learning sequence

1. Prepare a chart and write three key words from the text in the first column.
2. Ask the learners to:
   - preview the text and predict three further key words they think will be in the text
   - skim-read the headings and write their definitions of the six predicted key words (three from the tutor and three of their own)
   - read the text, ticking off any words predicted by them or the tutor as they encounter these words in the text adding these to the chart
   - list unpredicted key words that occur in the text
   - review their own definitions of the key words and redefine them if necessary
   - discuss and define the predicted key words.
3. Return to the text or use another resource (for example, a dictionary of words in the specific subject area) to find and copy experts' definitions of the key words.

PREDICTED WORDS	WERE THEY IN THE TEXT?	OUR DEFINITION BEFORE READING THE TEXT	OUR DEFINITION AFTER READING THE TEXT	EXPERTS' DEFINITION OF KEY WORDS

Concept circles

RdVoc RdComp

The purpose of the activity

The learners will discuss the meanings of words and the relationships between them in the light of their own experience.

The learners explain concepts (including the meanings of words), see connections between concepts and activate their background knowledge.

The teaching points

- Unpacking conceptual relationships.
- Using specialised words to explain the relationships between concepts.

Resources

- Whiteboard and markers.

The guided teaching and learning sequence

1. Draw a circle on the board and divide it into four segments.
2. Write a key word associated with the subject content in each segment. The four words all need to express concepts that relate to each other.
3. In pairs, the learners discuss the words in the circle, working out and explaining the conceptual relationships that link the words.
4. The learners share and discuss their ideas with the whole group.

Follow-up activities

Leave one segment of the circle blank and ask the learners first to work out what the missing concept or term could be, then to explain their choice to the group.

Give each learner a word or term. The learners move around the group, find a partner and make a clear connection between their words or terms. Each pair then links up with another pair and makes connections between all four terms. This continues until all pairs are in small groups. Each group explains to the other groups the connections that they worked out.

Pair definitions

RdVoc

The purpose of the activity

To recall, then write, a definition of a word and to find out how well the definition describes the intended word to another learner.

The learners work in pairs. One learner writes a definition for a given word, then the other learner, who has not seen the original word, writes a word that fits the definition.

The teaching points

- Providing written definitions specific to the subject content.
- Providing a word that fits a given definition.
- Recalling words and their definitions.

Resources

Two charts for each pair of learners. Each chart consists of three columns:

- the first is headed "Words" and has a list of key words from the text
- the second is headed "Definitions" and is left blank
- the third is headed "Words" and is left blank.

Each chart should have a different list of key words in the first column.

WORDS	DEFINITIONS	WORDS
[key word]		
[key word]		
[key word]		

The guided teaching and learning sequence

Prepare the charts as described, using key words from a relevant text.

Explain the task and ask the learners to work in pairs.

1. Give one learner a copy of the first chart, and the other learner a copy of the second chart. The learners are not to look at each other's charts.
2. Have the learners read their charts and then write a definition for each word listed in the second column.
3. The learners then fold the paper along the vertical line between the first and second columns to ensure their partner can see the definitions but not the original words.
4. The learners now swap papers with their partners and read their partners' definitions. They use the third column to write the words they think their partner has defined.
5. As each pair completes their charts, they open them and compare the results.
6. Discuss the activity with the learners and clarify any issues or difficulties they had.

Follow-up activity

Telephone whispers is a similar activity. Increase the number of learners in the group to four and extend this activity as follows:

- Prepare four different charts, each with five columns. In the first column of each chart, write a different list of key words.
- Give each member of each group a copy of one of the four charts. After writing their definitions in the second column, each person folds the page between the first and second columns and passes the page on to the next person.
- That person fills in the third (Words) column, folds the page again to hide the first two columns, and passes the page on to the next person (and so on until all five columns have been completed).
- When the four pages are opened up, the learners can check whether the words and definitions are similar and discuss any anomalies.

Word and definition barrier activity

RdVoc RdComp

The purpose of the activity

The learners practise matching words with definitions by using key words, recalling the definitions and checking their understanding.

The teaching points

- Active listening and asking for key phrases to be re-read.
- Discussing possibilities and identifying connections.
- Giving constructive feedback.
- Recalling learnt vocabulary.

Resources

- Lists of key words and matching definitions (each on separate lists).

The guided teaching and learning sequence

1. Prepare a list of key words and a separate list of matching definitions.
2. Make copies of both lists.
3. Have the learners work in pairs. Give one person in each pair a copy of the word list and the other person a copy of the definition list. They should not show their lists to each other.
4. Ask the pairs to match the words to the definitions by reading their lists to one another and discussing the words and the definitions. As they do this, they should reach agreement about which definition matches each word.

Follow-up activity

Encourage the learners to make their own lists of words and matching definitions. They can then use these lists to carry out the activity.

Identifying key words

RdVoc RdComp

The purpose of the activity

The learners read a text to locate key words and work out their meanings from the context. The learners learn to identify key words in texts.

The teaching points

- Interacting purposefully with texts.
- Discussing and critically analysing key words.

Resources

- Two passages from texts – have copies for each learner.

The guided teaching and learning sequence

1. Choose two texts, or passages from longer texts.
2. Introduce each exercise as described below, using a different text for each exercise.

Exercise one
Identify some key words from the first text and write them on the board. Ask the learners to find the words in their copies of the text and work out their meanings as they read the text. Discuss these words with the group to clarify meanings.

Exercise two
Have the learners read the second text then work in pairs or groups to discuss it and decide which five words are most important or 'key'. Ask them to explain the meanings in their own words, then state the main ideas of the text.

Follow-up activity

Encourage the learners to identify key words independently as they read and interpret any new text. They may want to mark the text in some way, perhaps by underlining or highlighting important words in a way that causes no permanent damage to valuable books, for example, by laying a transparency sheet over the top.

Navigating a text

RdL&T RdComp RdCrit

The purpose of the activity

The learners skim and scan a text to identify its structure, key ideas and some detail.

The learners find out about the text features that help readers to find information, such as the contents page, home page (on websites), index, glossary and hierarchies of headings and subheadings.

The teaching points

- Becoming aware of the different structural features within books, websites and other texts that can help to locate information quickly and efficiently.

Resources

- One or more texts, such as a unit standard workbook, textbook, webpage or magazine article.

The guided teaching and learning sequence

1. Select a suitable piece of text, which could be a whole book, long section of text, magazine page or website.
2. Prepare a list of questions the learners can answer by using supports in the text to find specific information, for example, by referring to the contents page or index or by scanning headings in the text.
3. When the learners have found answers to the questions, discuss the text features that helped them and the processes or pathways the learners used to find the answers.

Follow-up activity

The learners can work in pairs, taking turns to select a piece of text, write questions about it and answer the questions.

Surveying language and text structure

RdL&T RdComp RdCrit

The purpose of the activity

This activity involves scanning a text to get an overview of its organisation and clues to its content. It enables the learner to skip some parts and concentrate on relevant sections when setting a purpose for reading the text or fine-tuning their ideas about an appropriate purpose for reading.

The teaching points

The learners will survey language and text structure at both paragraph and extended-text level. At the paragraph level, the learners might notice whether the author has used any of the following:

- language to compare and contrast
- language to indicate cause and effect
- language to indicate a problem and solution
- time sequence
- key words
- lists.

At the extended-text level, the learners might identify the text form and look for the conventions of that form. For example, if the text takes the form of a report and the author's purpose was to report on a group of objects, events or ideas, the text might include:

- an introduction
- a general classification of the group
- a series of paragraphs on the individual members of the group
- subheadings.

Resources

- A selection of texts suitable for the activity.

The guided teaching and learning sequence

1. Select a text that has clear headings and subheadings, a range of different print types and a variety of visual elements. If you wish to explore language structures, find texts that use some of the features described above.
2. Explain how text features can help the learners to gain an overview of the structure of the text and give clues to its content.
3. Give the learners a set time to survey the text, looking for useful information about its structure and layout.
4. Ask the learners to identify where in the text they might seek a specific kind of information.
5. The learners can work in pairs, sharing the information they find and discussing the text features that helped them.

Follow-up activity

The learners can take responsibility for selecting suitable texts for this activity.

Brainstorming

RdVoc RdComp

The purpose of the activity

To activate background knowledge so the learners can link what they read to what they know already. By using brainstorming, tutors can identify the learners' current knowledge about a topic, and the learners can share what they know with each other.

The teaching points

- Drawing on relevant prior knowledge.
- Clarifying misunderstandings.

Resources

- Whiteboard and markers.

The guided teaching and learning sequence

1. Write a topic on the board and ask the learners to describe what they know about it.
2. Write what the learners say on the board.
3. Discuss the ideas on the board relating them to the text to be read.

Follow-up activity

As the learners read the text, they can check the brainstorm to note which ideas are covered in the text. Discuss the match between the learners' prior knowledge and the text.

KWL activity

RdComp

The purpose of the activity

To activate prior knowledge of a given topic, to identify what the learners want to know about the topic and to identify what the learners find out in a text.

To identify the learners' own prior understanding and to monitor their learning as they read.

The teaching points

- Recalling prior knowledge of the topic (K).
- Generating motivation to learn more (W).
- Identifying relevant information and monitoring understandings (L).

Resources

- Whiteboard and markers.
- A KWL chart per learner.

K: What we know	**W**: What we want to learn	**L**: What we have learnt

The guided teaching and learning sequence

1. Draw a KWL chart on the whiteboard.
2. Carry out a brainstorm on a topic, writing the learners' ideas in the first (K) column.
3. Discuss what information the learners feel they need to know about the topic. Write their ideas in the second (W) column of the chart.
4. Explain that, as they read the text, the learners will make notes about what they have learnt in the third (L) column.
5. Give the learners individual copies of KWL charts for them to record their own ideas in the first two columns.
6. The learners read the text and make notes in the third column (L) as they read.
7. The learners share their notes with a partner or the whole group.

Follow-up activity

This activity can be used to develop deeper thinking about a topic by adding "H" for "How?" to the chart after the second or third column, depending on the purpose. The learners can either discuss how they will learn something, or how they will use or apply what they have learnt.

Previewing and predicting text content

RdL&T RdComp RdCrit

The purpose of the activity

To encourage active reading through the use of previewing and prediction. The learners preview a text in order to predict its likely content.

The teaching points

- Using text features to predict text content.
- Making logical predictions from headings or from partial reading of a text.

Resources

- Copies of the selected text or extract.
- An outline of the text, made by listing the headings and any major visual features.
- Sticky notes (optional).

The guided teaching and learning sequence

1. Present the text outline to the learners and ask them to predict what the text will be about.
2. Ask the learners to read one section of the text, then predict what information will be presented next.
3. As the learners read the next section, have them tick or make notes to indicate where they predicted accurately. Sticky notes are useful for this activity.
4. Discuss how the predictions could guide the learners' actual reading of the text.

Follow-up activity

The learners can take responsibility for selecting and preparing texts for this activity.

Asking questions

RdComp RdCrit

The purpose of the activity

To establish and clarify the purpose for reading a particular text.

Asking questions about a text helps a learner to establish their purpose for reading that text and to monitor how far their reading of the text is achieving that purpose. Asking themselves questions as they read also helps the learners to engage with a text and to monitor their use of reading strategies. After reading, the learners can generate and respond to questions to demonstrate that they have comprehended the text.

The teaching points

- Using questions to identify a relevant purpose.
- Purposeful and active reading.

Resources

- Suitable text(s) and questions on the text.

The guided teaching and learning sequence

1. Model both effective and ineffective questions and discuss with the learners why some are more effective than others.
2. Refer to the "What I want to know" part of the 'KWL activity' (see page 47) and have the learners note down what they hope to find out as a result of reading a particular text.
3. Use questions to identify a purpose for reading a particular text. For example, if the text is the Road Code, ask the learners "Why would you want to read this?" In answering the question, the learners will probably say that the reader's purpose would be to identify and learn all the rules that a car driver needs to know to get their licence.
4. Alternatively, if the purpose for reading is already established, use this purpose to fine-tune questions about the text. For example, if the purpose for reading is to fill in a form to join a club, useful questions could be "What sort of information will you need to write on the form?", "Where will you write your name?", "What does M/F mean?".
5. Suggest the learners add new questions of their own, as they read. (See the 'Using question dice' activity on page 53.)
6. Encourage the learners to ask reflective questions such as "Is there a better way to meet my purpose than reading every word of this text?" or "Can I picture what this would look like if it happened in real life?"

Skimming and scanning

RdL&T RdComp

The purpose of the activity

To read more efficiently by getting a general idea of the text and of where to find relevant information within it.

Skim-reading is an activity for quickly gaining general information about a whole text. The learner 'skims over the surface' of the text to get a broad picture of the main content or key points. The learner may choose to pay more attention to some parts of the text than others, but reads none of the parts in close detail.

When scanning, the learner looks through a text for particular pieces of information, paying close attention to sections where they expect to find the required information and looking out for words or images that relate to it.

The teaching points

- Identifying key points.
- Critically evaluating own initial understanding.

Resources

- Text as described below.

The guided teaching and learning sequence

1. Select a text that has headings and subheadings (for example, a textbook, an article or a webpage).
2. Explain skim-reading and/or scanning to the learners.
3. Give the learners one minute to skim-read headings, subheadings and some of the words they judge are 'key', and to note these down.
4. Give the learners three minutes to scan for three sentences that give details about one or more of the headings in the text.
5. Have the learners work in pairs to compare their findings.
6. Ask the learners to scan the text again to identify any further relevant information.

Identifying main ideas

RdComp

The purpose of the activity

To distinguish between main ideas and supporting details in a text.

The learners match up paragraphs of a text with a set of summary statements.

Note: The identification of main ideas in a text is a complex process that takes time to learn. It is very important for some adult learners because it is a step towards learning how to summarise and take notes. This activity helps the learners to focus on the key aspects of the text (those that enable the learner to meet the purpose for their reading) rather than being distracted by those that are irrelevant.

The teaching points

- Thinking logically about which main ideas go with which paragraph.
- Reading with a purpose and with purposeful questions in mind.

Resources

- Copies of a text and a summary sentence for each paragraph in the text.

The guided teaching and learning sequence

1. Choose a text that is reasonably easy for the learners to read and on a subject that is familiar to them. Check the text is well structured. The best texts to use when teaching learners how to select main ideas are those that have clear, topic-based sentences and links between paragraphs, which help the learner to see the flow of ideas.
2. For each paragraph, write a sentence that summarises the main idea of that paragraph. Give each pair or group of learners a set of these summary sentences.
3. Explain to the whole group how you chose the main ideas and produced the summary statements. Model 'thinking aloud' while re-enacting the process.
4. Ask the learners to work in pairs or small groups and to match each sentence with the appropriate paragraph as they read the text.
5. The learners justify their choices, explaining why they think each statement describes the main idea of a specific paragraph and giving evidence from the text.

Using 'comment codes'

RdComp RdCrit

The purpose of the activity

To encourage the learners to engage actively with the text and respond to the ideas presented.

The learners annotate a piece of text by using 'comment codes' to indicate the content or to note their responses to it.

The teaching points

- Thinking logically and analysing critically.

Resources

- A piece of suitable text, copied onto an overhead transparency (OHT) (or individual copies).
- Overhead projector, markers.

The guided teaching and learning sequence

Discuss the use of comment codes as a way of thinking about a text during reading. Give the learners examples of comment codes, such as: *A* for *agree*, *DA* for *disagree*, *MI* for *main idea*, *D* for *detail*, *CTO* for *check this out* and *I* for *interesting*.

1. Model annotating a text with these codes, using a text on an OHT. Read the text aloud and think aloud as you do this.
2. Have the learners work in pairs or small groups to read another suitable text and annotate it independently.
3. Discuss the annotations and what they reveal about the learners' responses to the ideas in the text.

Using question dice

RdComp RdCrit

The purpose of the activity

To develop ways of interrogating texts and to develop confidence to do so.

The learners throw two dice, one with a different question starter on each side and one with a suitable verb (see below) on each side. They use the starters and verbs they roll as the basis for building questions about a piece of text.

The teaching points

- Reading and re-reading a text to check understanding.
- Using questions to guide reading.

Resources

- Several pairs of dice, prepared as described below.
- Texts for the learners to read.

The guided teaching and learning sequence

Prepare several pairs of dice; each group of learners will get a pair. One dice in each pair has basic question starters on each side, for example: *What?*, *Who?*, *When?*, *Where?*, *How?* and *Why?* The other dice has suitable (modal) verbs on each side, for example: *must, would, can/could, will, might* and *should.*

1. Ask all the learners to read the selected text or, if it is at too high a level for them to read independently, read it as a group using a shared reading approach (see below).
2. Explain and demonstrate the procedure to the learners:
   a. Roll the question starter dice to find the first word for their question.
   b. Roll the verb dice to find the second word for their question.
   c. Make up a question about the text that uses these two words, for example, "How could ...?" "Why might ...?" "When would ...?"
3. Demonstrate this process for the learners, for example: "How could this problem be solved differently?" or "Why might the writer have put this sentence last?" Explain that the questions should relate to the text they have just read.
4. Have pairs of learners use the dice until they have exhausted all the possible questions about the text.
5. Discuss the activity with the learners: how useful was it as a way to check understanding and find out more from a text?

Selecting relevant information

RdComp RdCrit

The purpose of the activity

To make decisions about the relevance of information depending on the question and the purpose for reading.

Learners often need to select relevant information and set aside that which is irrelevant for a particular purpose or task. In this activity, the learners work with short statements relating to the text.

The teaching points

- Critically analysing information and reflecting on the purpose of a task.
- Understanding that the purpose of reading dictates the relevance of the information.

Resources

- Twelve to fifteen short statements relating to relevant subject content.

The guided teaching and learning sequence

1. Divide the learners into groups and give each group a set of the statements.
2. Ask a question that gives the learners a purpose for sorting the statements.
3. Tell the learners to sort the statements into two piles according to whether they are relevant to the question (R) or not (N).
4. Ask a different question and let the learners reconsider their selections. This will remind them that the relevance of information depends on the question and their purpose for reading.

Using three-level thinking guides

RdComp RdCrit

The purpose of the activity

To promote active reading for meaning at different levels and to encourage critical reading.

Note: The group discussion that takes place after the learners have completed the guide is an important part of this activity.

A 'three-level thinking guide' consists of a series of statements (which may or may not be true) about a specific text. The statements represent three different kinds of thinking. The kinds of thinking vary in terms of the nature, rather than the level (sophistication or quality) of the thinking. All the learners operate as thinkers in all three dimensions.

- **Literal**: 'reading on the lines' to find out what is actually said on the page (for example, "The writer said that ...").
- **Interpretative**: 'reading between the lines' to interpret what the author might mean (for example, "When the writer said x, she meant ...").
- **Evaluative**: 'reading beyond the lines' to relate the information to other knowledge and to evaluate the information (for example, "The writer believes that people should always ...").

Three-level thinking guides can be prepared for a range of texts, including newspaper and journal articles, word problems in mathematics, literary works such as poems, and visual texts such as pictures, diagrams, graphs and cartoons. Three-level guides need not be restricted to written texts: they can also be used when watching videos or listening to audiotapes or CDs.

The teaching points

- Finding information.
- Interpreting the implied meanings.
- Drawing on knowledge and expertise to evaluate ideas critically.
- Justifying and explaining answers, referring back to the text.
- Monitoring understanding.

Note: Do not use this activity as a test. The value of the activity lies in the discussion it generates among the learners as they give their views and justify what they say by referring back to the text.

Resources

Select a text with content that is worth studying with close attention, because the guide takes time to prepare and to work through with the learners.

The guided teaching and learning sequence

Provide plenty of time for this activity because it has the potential to stimulate a lot of lively discussion and debate.

1. Select an important aspect of subject content and an appropriate text (written or visual) and decide on the purpose for using this text.
2. Write two or three level-three (evaluative) statements that relate to this purpose. Make sure some of these statements can be interpreted in different ways, in order to promote discussion and awareness that sometimes there is no single right answer.

continued...

3. Write the level-one (literal) and level-two (interpretative) statements, keeping in mind the purpose for reading. Some of these statements should be true and some false. There should be more statements at level one and two than at level three.
4. Introduce the subject content and the text to the learners and explain how to read and complete the guide.
5. Take the learners through the process level by level, showing how to identify whether statements are true or false by referring to the text to find evidence for each statement.
6. When the guide is completed, discuss to make sure the learners can explain their answers and justify their views.
7. The learners can now use a similar guide (prepared by you) as they read and discuss another text.

Reciprocal teaching of reading

RdComp RdCrit

Reciprocal teaching of reading is a useful small-group procedure that helps develop comprehension and critical thinking.[5] The learners will need to have the approach modelled carefully, and tutors can use a prompt sheet (see Appendix D) as a support until the learners are sure of what they need to do.

The purpose of the activity

In reciprocal teaching, the learners read a text section by section, pausing to use four explicit strategies for comprehension. The learners take on roles related to the strategies:

1. The Predictor – makes predictions about the information that may be found in the section to be read.
2. The Clarifier – clarifies (or asks for clarification about) ideas and information in the text.
3. The Questioner – asks questions about the text and the author's intentions.
4. The Summariser – gives a brief summary of the section.

Initially, the tutor leads the group, explaining and modelling the four roles to show how readers actively construct meaning. As the learners become confident, the tutor hands over the roles to the group.

The teaching points

- Modelling effective reading strategies.
- Generating discussion about the text and about the strategies readers use.
- Drawing on prior knowledge and information in the text to predict what may come next.
- Clarifying ideas and the information in the text.
- Formulating relevant and thoughtful questions.
- Summarising information in the text clearly and concisely.

Resources

- Copies of an extended text at a suitable reading level, sectioned into short chunks (each participant needs to have a copy of the text).
- Prompt sheet (Appendix D).

The prompt sheet can be made into four prompt cards, one for each role.

The guided teaching and learning sequence

1. Prepare by selecting a suitable text and marking it into sections. For example, photocopy the text and cut it into sections. Ensure that each section has enough information for discussion.
2. Explain how the process will work, then start by introducing the text.
3. The Predictor makes a prediction about what they will read in the section of the text. After a brief discussion, allow time for the learners to read the section silently.

continued...

5 For further information about reciprocal teaching of reading, refer to the Ministry of Education's video resource *Reciprocal Teaching: Extending reading strategies* (1993).

4. When everyone has read the first section, the Clarifier asks for clarification of anything they're not sure of in the text (for example, the meaning of a word or phrase, the reason given for an action). Others respond to help clarify the point.
5. The Questioner asks a question about the section to check for understanding. The others in the group respond, sharing their understanding.
6. The Summariser gives a brief summary of the section.
7. This process continues until the whole text has been read.
8. The tutor checks in with the discussion to make sure the learners are using the process effectively and that everyone is contributing to the discussions.

Follow-up activity

The learners gradually take over more and more of the responsibility for the roles, ultimately selecting, sectioning and discussing texts with minimal guidance from the tutor.

Shared reading (as an approach for teaching reading)

RdDec | RdVoc | RdL&T | RdComp | RdCrit

The purpose of the activity

To teach and develop the use of specific reading strategies.

In shared reading, the tutor reads aloud a text that is too difficult for the learners to read by themselves while the learners follow the reading in their own copies of the text or on an overhead transparency (OHT). The tutor models and 'thinks out loud' about adopting particular strategies during the reading. The learners then focus their thinking, express their ideas and receive feedback on these ideas. The tutor provides opportunities for learners to practise using the reading strategies demonstrated, with the same and with other texts.

The teaching points

- The effective use of reading strategies.

Resources

- Texts, with copies for all learners or a copy on an OHT.
- Overhead projector, markers.

The guided teaching and learning sequence

1. Select a text (or extract) that gives the learners opportunities to learn a specific reading strategy. The text can be one the learners are likely to find difficult to read and fully understand independently.
2. Give each learner a copy of the text or display it on an OHT.
3. Discuss the purpose for the reading with the learners, and explain the strategy that will be taught, as well as the specific text structure that will be explored.
4. Read the text aloud, then model and explain how you used the selected strategy to make sense of the text.
5. After the reading, take the learners back to the purpose for reading and review it.
6. Discuss the different ways in which the learners will be able to apply the strategy that was modelled and discussed.
7. Give the learners opportunities to practise using the strategy with different texts.

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Appendix A

A.1 Summary chart

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

A.2 Detailed mapping template

Text: _____

Decoding

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Are most of the words familiar, high-frequency, everyday sight words?	
	• Can the words be decoded using simple strategies, such as: recognising words by their length and shape; applying letter-sound correspondence rules (eg. regular vowel sounds – short as in "an egg is on us", long as in the names of the letters a, e, i, o, u); sounding out syllables (eg. re/mem/ber, fam/i/ly), recognising simple rhyming word patterns (eg. at, cat, chat?).	
	• Are most of the words everyday sight words?	
	• Can words be decoded using a wider range of simple strategies, such as: applying knowledge of word families (eg. walk, walks, walking, walked); recognising common morpheme patterns (eg. un-, -ed, -ly, -ful); identifying common compound words (eg. lunchroom); using association to infer the unknown from the known (eg. lane → bane)?	
	• Are most of the words everyday sight words?	
	• Can longer, complex words be decoded using more complex strategies, such as: drawing on context (the words nearby) to monitor for accuracy and sense (eg. Given/First Name); recognising spelling patterns (eg. gar- in garden, garbage, garlic)?	
	• Are there some key words that are specialised and/or multi-syllabic?	
	• Can words be decoded using a wider range of more complex strategies, such as applying knowledge of: word origins; shared roots for specialised words (eg. produce, producer, product, production); word structure; syllable divisions?	
	• Are there many complex, specialised and/or irregular words?	
	• Are there some words that do not need to be decoded (eg. words that are complex but insignificant for understanding the text?	
	• Can words be decoded using a range of strategies from several sources of knowledge, such as: context clues; own experience of other text and world; understanding of text and sentence structure; analysing words (eg. identifying less-common compound words and/or prefixes and suffixes such as inter, poly, geo, bio, contra); inferring the unknown from the known?	
	• Are there many complex, specialised and/or irregular words?	
	• Are technical, specialised and other unfamiliar words ones that could be decoded rapidly by a fluent reader?	

Vocabulary

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Does the text use mostly high-frequency everyday sight words, signs and/or symbols?	
	• Can the meanings of words, signs and/or symbols be accessed using simple strategies, such as: recognising words, signs and/or symbols by their length and shape; applying knowledge of familiar words, signs and/or symbols?	
	• Are most of the words everyday words?	
	• Can the meanings of words be accessed using a wider range of simple strategies, such as: applying own experience to predict meaning of words; using illustrations and other graphics for clues; understanding that some words can be split into specific parts, and recognising that each part has meaning (compound words, prefixes and suffixes (eg. play, re-play, playful, playground); applying knowledge of word families; understanding many words have more than one meaning; recognising purpose and meaning of common acronyms (eg. EFTPOS) and abbreviations (eg. ie. etc).	
	• Can the meanings of everyday and some less common words be accessed using more complex strategies, such as: inferring meaning through context and knowledge of sentence structure; distinguishing figurative and literal meanings; recognising and understanding less common acronyms and abbreviations; using basic knowledge of dictionary (eg. using alphabetical order of initial letter, use of words at top of page, interpreting definitions?)	
	• Are there some key words that are specialised and/or multi-syllabic?	
	• Can the meanings of words be accessed using a wider range of more complex strategies from several sources of knowledge, such as: recognising and understanding some general academic and specialist words; recognising which specific words are key to the text; using more advanced knowledge of dictionary (eg. to locate starting point through use of alphabetical order within a word; to apply generative principles by using known parts of words to extend vocabulary; to explore word derivations?)	
	• Are there many complex, specialised and/or irregular words?	
	• Can the meanings of words be accessed in a wide range of contexts using reference material and sources, such as: context clues; own experience of other text and world; understanding of word structure, related words, word roots, derivations, borrowings; using advanced knowledge of dictionary (eg. to navigate structure of standard dictionary entries; to locate all types of information provided about each word; to interpret abbreviations used).	

Language and Text Features

	QUESTIONS	EXAMPLES FROM THE TEXT
ALL STEPS	• What type of text is this? What features tell you this?	
	• What can you say about the forms and functions of the words? Consider: word endings (showing tense); linking words (linking ideas, actions, points); word order (signalling active, passive).	

Comprehension

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Is this a short, simple text?	
	• Is the text written in such a way that a reader could understand it easily? Are there images or clues that help make the meaning very clear?	
	• Is this a short, simple text?	
	• Are the ideas or information clearly expressed? Are there strong connections with things readers will already know about?	
	• Could a reader get the gist of the text by using simple strategies, such as locating specific details rather than reading the whole text?	
	• Is this a longer or more complex text?	
	• Is the text written in such a way that a reader would need to read between the lines, create mental images (visualise), or bring together information from different parts of the text to fully understand the meaning?	
	• Are there features to help a reader find and understand the main ideas such as contents, index, illustrations, headings, subheadings or key words?	
	• Is this a more complex, specialised text?	
	• Is the text written in such a way that a reader would need to use a range of strategies to understand it? For example, connecting with a less-familiar topic, identifying main ideas and specific details; summarising important information; skimming for general gist and overall impression; scanning to locate information; applying close reading to obtain specific information.	
	• Is the text part of a wider range of complex, more specialised texts?	
	• Is the text dense or complex, or is the topic very unfamiliar to most readers? Has it been written for a specialised audience, rather than a general audience? Does the writer assume that readers will be able to connect new ideas or information in the text across several different texts?	

Reading Critically

	QUESTIONS	EXAMPLES FROM THE TEXT
ALL STEPS	• What assumptions does the writer make about the reader and their level of knowledge of the topic?	
	• How does the writer use language and text to achieve their purpose?	

Appendix A.3 Basic mapping template

Text: _____

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Decoding step		
• How simple or complex are the words in the text?		
• Are there important words that do not sound the way they look?		
• What strategies can be used to work out how to pronounce (decode) the words?		
Vocabulary step		
• How simple or complex are the words in the text?		
• Are there everyday words that have a less familiar meaning in the text?		
• Are there specialised or technical words that are not defined?		
• What strategies can be used for accessing the meanings of the words?		

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Language and Text Features step		
• What kind of text is this? How do you know?		
• What can you say about formatting and its effect (eg. bold, italics, bullets, tables, diagrams, white space)?		
• How long and complex are the sentences? How many ideas are in each sentence?		
• What can you say about the choice of words? How are they linked to the type of text and its purpose?		
Comprehension step		
• How complex is this text? How simply and clearly is the information expressed?		
• Is the topic or theme one that will be familiar or unfamiliar to most readers?		
• Is the text written in such a way that readers will need to use a range of strategies to understand it? For example, reading between the lines, bringing together information from other texts.		
Reading Critically step		
• Who wrote the text?		
• Why did the person write the text?		

Appendix B

Appendix B.1 Personal information form

Using the basic mapping template

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Decoding – 3rd step		
• How simple or complex are the words in the text?	Text includes some high-frequency words. There are many more difficult words, although they may be common on forms.	*phone, day, male, name* *residential status, emergency, relationship*
• Are there important words that do not sound the way they look?	Yes	*residential* (s = z) *emergency* (g = j) *status* (a = ay)
• What strategies can be used to work out how to pronounce (decode) the words?	Using knowledge of word families. Asking themselves "Does this make sense?"	
Vocabulary – 3rd step		
• How simple or complex are the words in the text?	Many specialised words, including multi-syllabic words. Definitions are supplied for some words.	*nationality, residential, marital status – single/married*
• Are there everyday words that have a less familiar meaning in this text?	Yes	*restricted, full*
• Are there specialised or technical words that are not defined?	Yes	*nil, learners, restricted, full*
• What strategies can be used for accessing the meanings of the words?	Knowledge of word families. Knowledge that many words have more than one meaning.	*national, nationality, resident, residential*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Language and Text Features – 1st step		
• What kind of text is this? How do you know?	Uses key words only.	A typical information form. Familiar headings (eg. *name, address* are key words that indicate what readers need to do).
• What can you say about formatting and its effect (eg. bold, italics, bullets, tables, diagrams, white space)?	Supportive features provided.	Lines indicating location of answers. Initial instructions emphasised in italics. Thereafter bold text indicates sections (eg. Name) and plain text indicates details (eg. "first name").
• How long and complex are the sentences? How many ideas are in each sentence?	No complete sentences to be read. The form only requires key information and this does not require full written sentences.	*Marital status*
• What can you say about the choice of words? How are they linked to the type of text and its purpose?	Everyday words and specific words relating to forms asking for personal information.	*nationality, name, address*
Comprehension – 2nd step		
• How complex is this text? How simply and clearly is the information expressed?	This simple text has a clear purpose.	Headings help reader find key information.
• Is the topic or theme one that will be familiar or unfamiliar to most readers?	Yes	Form to fill in; mostly familiar headings used.
• Is the text written in such a way that readers will need to use a range of strategies to understand it? For example, reading between the lines, bringing together information from other texts.	Yes	Use knowledge of forms; use knowledge of purpose for this form.
Reading Critically – 2nd step		
• Who wrote the text?	Assume authorised official who needs personal information.	
• Why did the person write the text?	To acquire information for records.	

Appendix B.2 Collective employment agreement

Collective employment agreement (extract)

Annual Leave

15.1 The employee shall be entitled to three weeks' annual leave according to the provisions of the Holidays Act 2003 paid on the basis of the employee's average weekly taxable earnings.

15.2 Annual leave is to be taken within the year it falls due. The maximum leave that may be accrued with the approval of the employer is the equivalent of two years' annual leave entitlement.

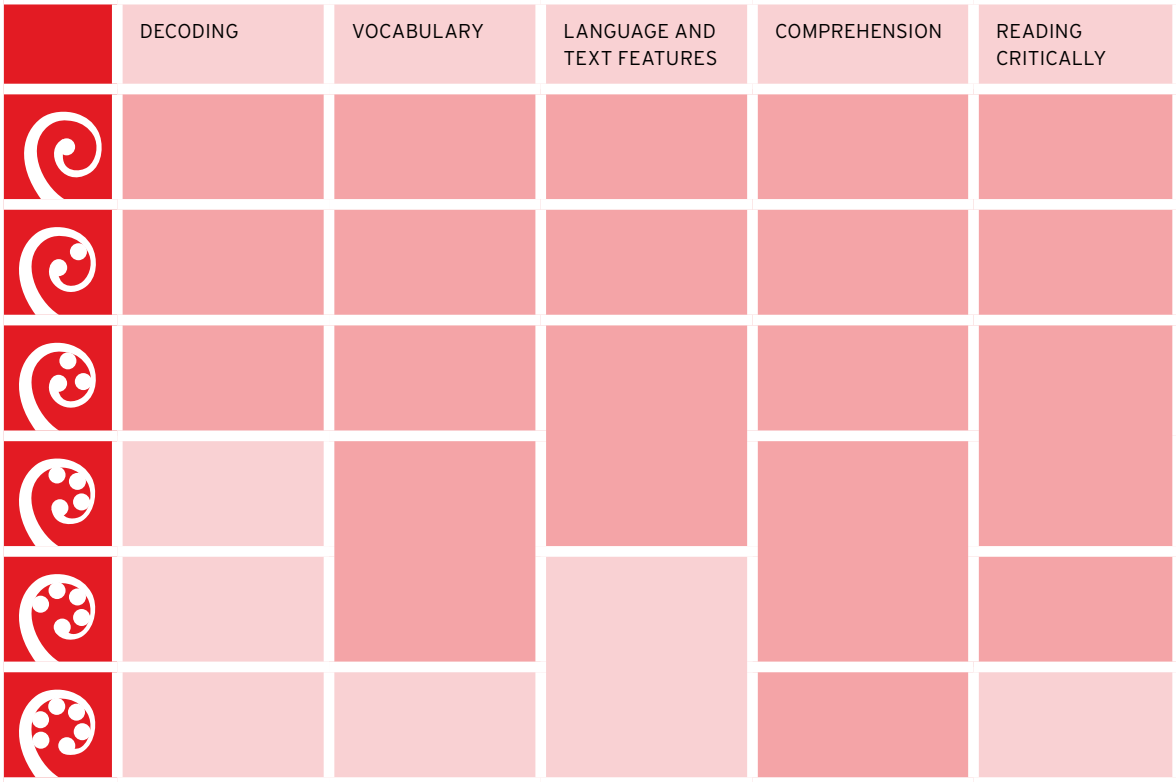
15.3 Annual leave may not be available unless an application for annual leave has been made, with a minimum of four weeks' notice prior to the date at which the leave will commence and where the employer so agrees. Applications for annual leave will be dealt with in a timely manner.

15.4 Holiday pay will be paid in accordance with normal pay periods unless the holiday spans more than one pay period and the employee requests ...

Only part of the text (an extract) has been mapped because it is typical of the entire text.

Summary chart (initial 'best guess')

Text: *Collective employment agreement (extract)*



This is the 'best guess' at the approximate step (or difficulty level) that the text represents.

Using the detailed mapping template

Text: *Collective employment agreement (extract)*

Decoding

QUESTIONS	EXAMPLES FROM THE TEXT
• Are there some key words that are specialised and/or multi-syllabic?	Yes – large number of key words that are specialised and some are multi-syllabic (eg. *taxable*).
• Can words be decoded using a wider range of more complex strategies, such as applying knowledge of: word origins; shared roots for specialised words (eg. produce, producer, product, production); word structure; syllable divisions?	Yes – shared roots, for example *– accord – accordance* *– employ – employee/employer* *– tax – taxable.* *en/title/ment* *equiv/a/lent*

Vocabulary

QUESTIONS	EXAMPLES FROM THE TEXT
• Are there some key words that are specialised and/or multi-syllabic?	Yes – specialised words and phrases that need to be worked out from context, eg. *timely, taxable earnings, provisions.*
• Can the meanings of words be accessed using a wider range of more complex strategies from several sources of knowledge, such as: recognising and understanding some general academic and specialist words; recognising which specific words are key to the text; using more advanced knowledge of dictionary (eg. to locate starting point through use of alphabetical order within a word); to apply generative principles by using known parts of words to extend vocabulary; to explore word derivations?	*accrued annual leave* *entitlement (when) leave is to be taken, application, holiday pay* *provision, accordance, taxable*

Language and Text Features

QUESTIONS	EXAMPLES FROM THE TEXT
• What type of text is this? • What can you say about the forms and functions of the words? Consider: word endings (showing tense); linking words (linking ideas, actions, points); word order (signalling active, passive).	Legal contract. Passive voice used extensively (eg. *shall be entitled; is to be taken).* The text is in point format and has no linking words to support inter-relationship of ideas. The employer, who plays an important role in implementing agreement, is rarely mentioned. The focus is on the employee who is, in fact, the one who is the receiver of the action.

Comprehension

QUESTIONS	EXAMPLES FROM THE TEXT
• Is this a more complex, specialised text?	Yes. Assumes reader has background knowledge and doesn't need everything spelled out.
• Is the text written in such a way that a reader would need to use a range of strategies to understand it? For example, connecting with a less-familiar topic, identifying main ideas and specific details; summarising important information; skimming for general gist and overall impression; scanning to locate information; applying close reading to obtain specific information.	Reader needs to be able to find main ideas, paraphrase, scan to find specific information then read closely for details.

Reading Critically

QUESTIONS	EXAMPLES FROM THE TEXT
• What assumptions does the writer make about the reader and their level of knowledge of the topic?	The text assumes extensive, specialised knowledge because it provides no explanations of terminology or concepts.
• How does the writer use language and text to achieve their purpose?	A feature of this type of text (that readers should be made aware of) is that, although there is a focus on the employee with little mention of the employer, it is, in fact, the employer who actually determines what happens (eg. in the sentence "Applications for annual leave will be dealt with in a timely manner (15.3)", "timely" is not defined, and there is no indication of who actually deals with it).

Using the basic mapping template

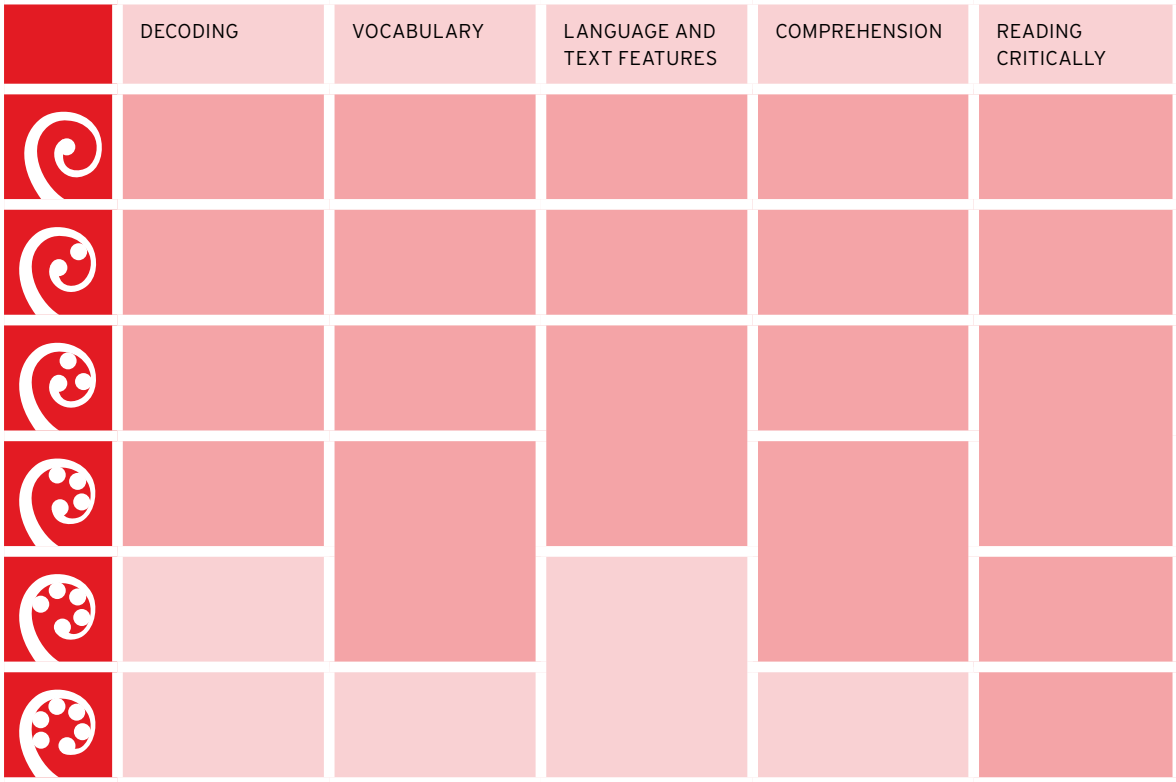
Text: *Collective employment agreement (extract)*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Decoding – 4th step		
• How simple or complex are the words in the text?	Contains many familiar words but some highly unfamiliar words as well.	*timely manner, accrued, entitlement*
• Are there important words that do not sound the way they look?	Few	*earnings* (compared with ear) *period* (compared with per+haps)
• What strategies can be used to work out how to pronounce (decode) the words?	Breaking words into syllables or known chunks and using analogy.	*min/i/mum, en/title/ment*
Vocabulary – 4th–5th steps		
• How simple or complex are the words in the text?	A strong feature of this type of text – no definitions provided or support for the reader.	
• Are there everyday words that have a less familiar meaning in this text?	Yes	*act, leave, spans*
• Are there specialised or technical words that are not defined?	Yes	*annual leave entitlement, Holidays Act 2003, accrued, prior*
• What strategies can be used for accessing the meanings of the words?	Inferring meaning from context. Using a dictionary and interpreting definitions.	

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Language and Text Features – 3rd-4th steps		
• What kind of text is this? How do you know?	States in bold that this is an extract from a legal document. Formal tone and language. Conventions of legal document.	Note how the text contains numbered clauses and impersonal language.
• What can you say about formatting and its effect (eg. bold, italics, bullets, tables, diagrams, white space?)	Formally numbered in sections with heading on top in keeping with legal documents.	*Annual Leave*
• How long and complex are the sentences? How many ideas are in each sentence?	Sentences are complex with several ideas.	15.3 "Annual leave may not be available unless an application for annual leave has been made, with a minimum of four weeks' notice prior to the date at which the leave will commence and where the employer so agrees."
• What can you say about the choice of words? How are they linked to the type of text and its purpose?	Specific legal terms are used in keeping with the expectation that legal texts will be very precise.	"equivalent of two years' annual leave entitlement" "may be accrued with the approval"
Comprehension – 4th-5th steps		
• How complex is this text? How simply and clearly is the information expressed?	Text requires understanding of complex terms and impersonal language.	
• Is the topic or theme one that will be familiar or unfamiliar to most readers?	Depends on experience: many adults may have read contracts like this.	
• Is the text written in such a way that readers will need to use a range of strategies to understand it? For example, reading between the lines, bringing together information from other texts.	Readers need to identify key points, make connections between clauses, think about how the text applies to their situations.	
Reading Critically – 6th step		
• Who wrote the text?	Lawyer/person aware of legal implications.	
• Why did the person write the text?	To ensure there can be no misunderstandings/ loopholes of leave entitlement.	

Summary chart

Text: *Collective employment agreement (extract)*



A review of the 'best guess' summary chart showed that the text required knowledge and skills at the 4th step for *Decoding*, the 4th–5th step for *Comprehension* and the 6th step for *Reading Critically*. The learners would need more support than first thought in some areas, less in others.

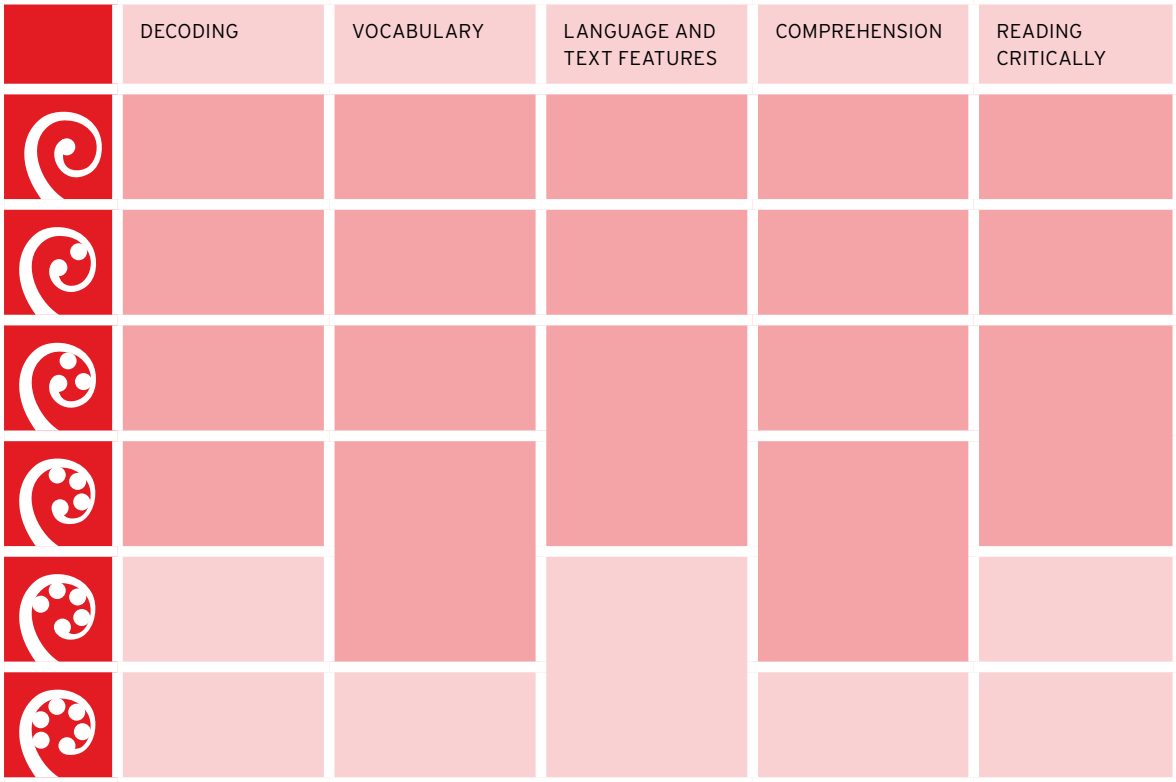
Appendix B.3 Company email policy

XYZ Company: Email Policy for All Staff

- Email must be accessed at least once per business day.
- In the event that staff are absent from the office, they need to either arrange for someone else to handle their emails or set up an out-of-office message.
- All email use must always preserve the good name of the company.
- The email system is for business purposes although the company will allow reasonable personal use of email.
- Inappropriate use of the email system is unacceptable. Examples of what is inappropriate include but are not limited to:
  - Using inappropriate language or images (ie. swear words, intimidating or threatening language, etc)
  - Emailing externally or sending around the company offensive jokes of a sexual or racial nature
  - Expressing hostility against, or making contemptuous comments about, other employees.
- Many of the above behaviours can be categorised as forms of harassment and may be dealt with in accordance with the Anti-Harassment Policy.
- The company's email addresses may not be used to sign up for any non-work related forum, discussion group, product update mailer, product list, sale notification, web-based interest group, internet auction, real estate site, or any other internet service that would store addresses in a list.

Summary chart (initial 'best guess')

Text: *Company email policy*



Using the detailed mapping template

Text: *Company email policy*

Decoding

QUESTIONS	EXAMPLES FROM THE TEXT
• Are there some key words that are specialised and/or multi-syllabic?	Yes. *Harassment, contemptuous, categorised, sale notification*
• Can words be decoded using a wider range of more complex strategies, such as applying knowledge of: word origins; shared roots for specialised words (eg. produce, producer, product, production); word structure; syllable divisions?	Yes. *Harass/ment, categorise - category, hostile – hostility, sex/ual, rac/i/al be/ha/v/i/our*

Vocabulary

QUESTIONS	EXAMPLES FROM THE TEXT
• Are there some key words that are specialised and/or multi-syllabic?	Yes. *Intimidating and threatening language, offensive.*
• Can the meanings of words be accessed using a wider range of more complex strategies from several sources of knowledge, such as: recognising and understanding some general academic and specialised words; recognising which specific words are key to the text; using more advanced knowledge of dictionary (eg. to locate starting point through use of alphabetical order within a word); to apply generative principles by using known parts of words to extend vocabulary; to explore word derivations?	*sale notification, internet auction, non-work related forum, product update mailer, inappropriate, unacceptable* Knowledge of word formation roots and suffixes to work out meanings of words such as *email, inappropriate, intimidating, anti-harassment.* For dictionary use: *categorised, harassment.*

Language and Text Features

QUESTIONS	EXAMPLES FROM THE TEXT
• What type of text is this? What features tell you this?	Official policy document. Title, voice and language (register) used.
• What can you say about the forms and functions of the words? Consider: word endings (showing tense); linking words (linking ideas, actions, points); word order (signalling active, passive).	Use of instructions and words such as *must* or *may not*; value-laden words such as *unacceptable* and *inappropriate* signal required behaviours within prescribed parameters. No linking words – a set of discrete commands with no reasons given.

Comprehension

QUESTIONS	EXAMPLES FROM THE TEXT
• Is this a more complex, specialised text?	Yes. The text is a collection of bulleted points requiring the reader to make connections.
• Is the text written in such a way that a reader would need to use a range of strategies to understand it? For example, connecting with a less-familiar topic, identifying main ideas and specific details; summarising important information; skimming for general gist and overall impression; scanning to locate information; applying close reading to obtain specific information.	Readers need to identify the writer's purpose then find, think about, and evaluate the information. Readers need to attend to details as well as overall gist of the text.

Reading Critically

QUESTIONS	EXAMPLES FROM THE TEXT
• What assumptions does the writer make about the reader and their level of knowledge of the topic?	The tone used indicates that the reader might act against the company policy (eg. "All email use must always preserve the good name of the company"). Although examples are provided, no actual definitions are given to assist reader to comply with the policy (eg. *inappropriate language, contemptuous comments)*. The reader may misinterpret the policy. No redress procedures are indicated in the policy: this disempowers the reader.
• How does the writer use language and text to achieve their purpose?	A difference in power between writer and reader is constructed through tone, choice of words and language structures (eg. *must, may not inappropriate, unacceptable)*.

Using the basic mapping template

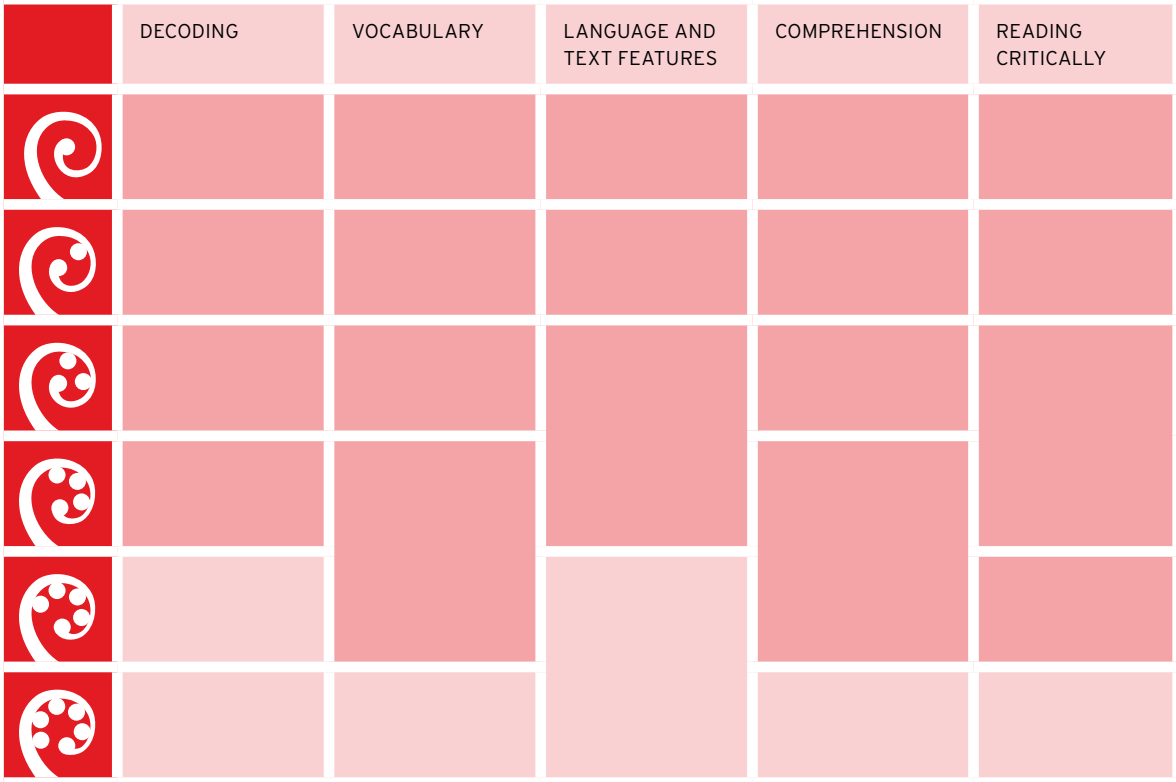
Text: *Company email policy*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Decoding – 4th step		
• How simple or complex are the words in the text?	Text contains a number of complex words.	*accessed, contemptuous, categorised, harassment*
• Are there important words that do not sound the way they look?	Yes	*contemptuous, business*
• What strategies can be used to work out how to pronounce (decode) the words?	Readers can use syllabification and monitor their reading for accuracy and sense.	
Vocabulary – 4th-5th steps		
• How simple or complex are the words in the text?	Uses a range of potentially difficult/ specialised words.	*intimidating, threatening, inappropriate, sexual or racial nature*
• Are there everyday words that have a less familiar meaning in this text?	Yes	*nature* (in contrast to common everyday meaning of nature) *absent* (simply means "out of" in this context)
• Are there specialised or technical words that are not defined?	Yes	*Anti-Harassment Policy, non-work related forum*
• What strategies can be used for accessing the meanings of the words?	Use of context. Use of knowledge of roots.	*preserve good name of company* *threat/en/ing*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Language and Text Features – 3rd-4th steps		
• What kind of text is this? How do you know?	A policy document for employees.	Set of rules specify employee behaviour.
• What can you say about formatting and its effect (eg. bold, italics, bullets, tables, diagrams, white space)?	Rules are set out in a bulleted list format, with a sub-list of numbered examples. This is typical of policy documents.	
• How long and complex are the sentences? How many ideas are in each sentence?	Variety of sentence structures.	Final sentence has nine items in a list within the sentence.
• What can you say about the choice of words? How are they linked to the type of text and its purpose?	Language is formal and directive and includes use of passive voice. This creates a distance between the writer and the reader and is typical of policy documents that direct staff behaviour.	"Email must be accessed at least once per business day."
Comprehension – 4th-5th steps		
• How complex is this text? How simply and clearly is the information expressed?	Complex: assumes reader understands vocabulary and concepts. Uses complex sentence structures.	"Examples of what is inappropriate include but are not limited to ..."
• Is the topic or theme one that will be familiar or unfamiliar to most readers?	Some, if they work in an office or similar. All staff have to read and comply with it.	Instructions; company policies
• Is the text written in such a way that readers will need to use a range of strategies to understand it? For example, reading between the lines, bringing together information from other texts.	Readers need to use the context and their prior knowledge of company policies. Need to read between the lines (eg. to infer what they can and can't do).	"... forms of harassment ... may be dealt with in accordance with ..." "... or any other internet service that would store addresses ..."
Reading Critically – 5th step		
• Who wrote the text?	The company (representing an entity), or an administrator or lawyer (representing the company).	
• Why did the person write the text?	To control behaviour of employees.	"Inappropriate use of the email system is unacceptable."

Summary chart

Text: *Company email policy*



A review of the 'best guess' summary chart showed that the text was at the 5th step for *Reading Critically*: learners would need further support to understand the implications of the policy.

Appendix B.4 Internal combustion engine

The internal combustion engine

The fundamental facts

The mechanical system of the internal combustion engine converts chemical energy to mechanical energy. The chemical energy is supplied to the engine in the fuel. This energy is released in the form of heat when the fuel is burned inside the engine – this is combustion. Combustion releases gases that become very hot and create high pressure within the cylinders of the engine. This pressure forces the piston down the cylinders so that the engine becomes operational.

The engine cylinder

An engine cylinder is basically a hollow cast-iron cylinder that is open at one end only and has a piston. The piston can slide up and down within the cylinder. It has piston rings, which seal the cylinder walls so that no gas can escape.

Figure 4 below shows how a piston works in the engine cylinder. (The cylinder appears to be transparent so that the piston movement is visible.)

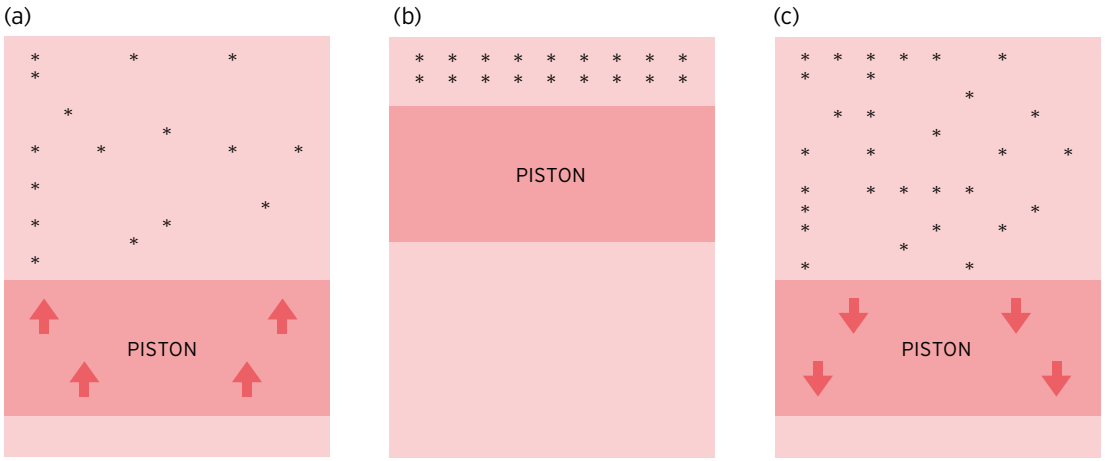
In Figure 4(a), the piston is starting to move up inside the cylinder. The air in the cylinder is being compressed into the decreasing space remaining at the top of the cylinder.

Air is not combustible by itself, but it becomes combustible when mixed with a certain proportion of fuel. When a small amount of fuel is added to the air, therefore, an electric spark from a spark plug can ignite the air–fuel mixture so that combustion occurs. The resulting high pressure can be seen in Figure 4(b).

This high pressure forces the piston down the cylinder, as shown in Figure 4(c).

In the cylinder of a petrol-fuelled engine, a very similar process takes place. A mixture of air and fuel is supplied to the cylinder; the piston moves up in the cylinder and compresses the mixture; the spark plug ignites the compressed mixture; and the resulting pressure pushes the piston down the cylinder. Continual repetition of this process in the combustion chamber causes the engine to operate.

Figure 4



Summary chart (initial 'best guess')

Text: *The internal combustion engine*

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

Using the detailed mapping template

Text: *The internal combustion engine*

Decoding

QUESTIONS	EXAMPLES FROM THE TEXT
• Are there some key words that are specialised and/or multi-syllabic?	Yes. *Combustion, mechanical, cylinder.*
• Can words be decoded using a wider range of more complex strategies, such as applying knowledge of: word origins; shared roots for specialised words (eg. produce, producer, product, production); word structure; syllable divisions?	*combustion, combustible* *press, pressure* *– op/er/a/tion/al* *– mech/an/i/cal* *– in/ter/nal* *– fund/a/men/tal*

Vocabulary

QUESTIONS	EXAMPLES FROM THE TEXT
• Are there some key words that are specialised and/or multi-syllabic?	Yes. *Converts, internal combustion, air–fuel mixture.*
• Can the meanings of words be accessed using a wider range of more complex strategies from several sources of knowledge, such as: recognising and understanding some general academic and specialised words; recognising which specific words are key to the text; using more advanced knowledge of dictionary (eg. to locate starting point through use of alphabetical order within a word); to apply generative principles by using known parts of words to extend vocabulary; to explore word derivations?	Yes. *Internal combustion.* Yes. By understanding key words (eg. *internal combustion, engine* and *cylinder).* Can find out meaning of *combustible* in dictionary by knowing to look under *combust* from *combustion.*

Language and Text Features

QUESTIONS	EXAMPLES FROM THE TEXT
• What type of text is this? What features tell you this?	Explanation: uses facts and present tense to explain how something works.
• What can you say about the forms and functions of the words? Consider: word endings (showing tense); linking words (linking ideas, actions, points); word order (signalling active, passive).	All in present tense, active voice. Some action words but mostly descriptive (eg. *an engine cylinder is basically*). Few linking words (eg. *when, therefore).*

Comprehension

QUESTIONS	EXAMPLES FROM THE TEXT
• Is this a more complex, specialised text?	Yes. Specific to automotive trade.
• Is the text written in such a way that a reader would need to use a range of strategies to understand it? For example, connecting with a less-familiar topic, identifying main ideas and specific details; summarising important information; skimming for general gist and overall impression; scanning to locate information; applying close reading to obtain specific information.	Readers need to combine information from the words and diagrams, draw on own experience and imagine the actions. Need to identify main ideas and specific details. First paragraph is a summary. Text gives a lot of densely-packed information: readers need to be able to locate and organise information.

Reading Critically

QUESTIONS	EXAMPLES FROM THE TEXT
• What assumptions does the writer make about the reader and their level of knowledge of the topic?	The writer assumes that the reader has some knowledge of subject, which they need to extend.
• How does the writer use language and text to achieve their purpose?	The writer writes to address gaps in knowledge. Support for understanding is provided regularly. Generally the text contains unlinked paragraphs and sentences, possibly on the assumption that linking is too complex at this level. The facts are presented without opinion, which implies that they are correct.

Using the basic mapping template

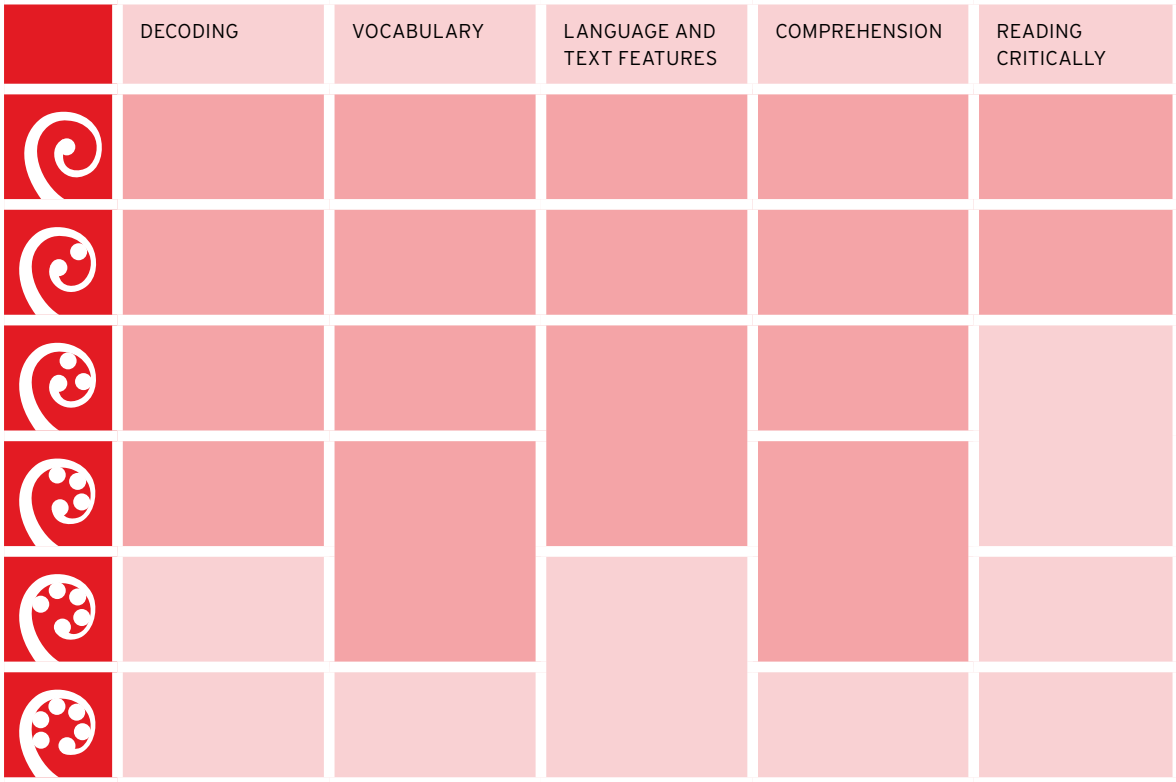
Text: *The internal combustion engine*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Decoding – 4th step		
• How simple or complex are the words in the text?	There are specialised multi-syllabic words used repeatedly.	*combustion, cylinder, piston*
• Are there important words that do not sound the way they look?	Yes, a few.	*cylinder, mechanical*
• What strategies can be used to work out how to pronounce (decode) the words?	Use knowledge of syllables and context.	
Vocabulary – 4th–5th steps		
• How simple or complex are the words in the text?	Not complex to understand because words are contextualised, explained and supported with diagrams.	*Figure 4(a)–(c)*
• Are there everyday words that have a less familiar meaning in this text?	Yes	*converts* (as in rugby or religion) *energy* (as in human energy)
• Are there specialised or technical words that are not defined?	Not all defined, but many illustrated.	Non-defined words *mechanical system, chemical energy.*
• What strategies can be used for accessing the meanings of the words?	Apply generative principles by using known parts of words and use word derivations.	roots/prefixes in *combustion – combustible* *press – compress – pressure*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Language and Text Features – 3rd–4th steps		
• What kind of text is this? How do you know?	Explanation of how internal combustion engine works.	Statements and diagrams explain how engine works.
• What can you say about formatting and its effect (eg. bold, italics, bullets, tables, diagrams, white space)?	Bold heading and subheading, plus diagram referred to in text to support explanation.	*Figure 4(a)* etc. Diagrams that show process.
• How long and complex are the sentences? How many ideas are in each sentence?	Most sentences are simply constructed in present tense, with one main idea.	"The chemical energy is supplied to the engine in the fuel."
• What can you say about the choice of words? How are they linked to the type of text and its purpose?	Limited selection of technical words repeated for purposes of explanation.	The word *cylinder* is repeated throughout the text.
Comprehension – 4th–5th steps		
• How complex is this text? How simply and clearly is the information expressed?	Complex: but writer gives support.	Diagram, repetition
• Is the topic or theme one that will be familiar or to most readers?	Yes, if they are working or studying in this industry.	
• Is the text written in such a way that readers will need to use a range of strategies to understand it? For example, reading between the lines, bringing together information from other texts.	Readers need to use the context and their prior knowledge of engines. Need to find specific details, imagine how it works.	Diagrams help readers to 'see' what the words are explaining.
Reading Critically – 2nd step		
• Who wrote the text?	Engineer or educational writer for automotive trades.	
• Why did the person write the text?	Written for educational purposes for people who need to understand how engines work.	

Summary chart

Text: *The internal combustion engine*



The initial 'best guess' was accurate for this text.

Appendix B.5 Restaurant review

Main Course

The staff may be a bit forward, but Restaurant X delivers where it counts, says Karl du Fresne.

Do we kiwis sometimes take the egalitarian thing a bit too far? When I rang Restaurant X to book a table, I was addressed as "mate". The same contrived familiarity applied at the restaurant door, where we were given the fatuous "Hi guys, how's your day been?" treatment (as if our greeter was remotely interested). Later, at the table, our young waiter saw me taking notes and cheekily asked what I was up to. An old-school maître d' would have considered this impertinent enough to warrant a sacking.

I don't care for stiff formality, but neither do I particularly like the "kick back, dude, we're all cool here" school of table service. Give me something in between. Other than that, Restaurant X does the business well.

It was a long time since I'd been there, and I was curious to see whether you could still read War and Peace between courses (the answer is no – the service was commendably snappy).

… We cast off with whitebait salad ($25.50) and a seafood chowder ($23.50) – both tasty enough, though nothing special. … But … Restaurant X delivers where it counts most. My wife's prawn and crab risotto ($34.50) was flawless: rich and sumptuously creamy … My main of seared, big-eye tuna came … tender and fresh, and married beautifully with the piquant accompaniments. … The meal ended with a flourish – a dessert called gorgonzola dolce, a gorgonzola-flavoured crème brulee ($12). Wickedly tasty …

Verdict: If you don't mind the Sportscafe-style badinage, this is a seriously good restaurant – in fact, sweet as, mate.

Source: Sunday Star Times, Sunday magazine, 8 October 2006, page 46.

Summary chart (initial 'best guess')

Text: *Restaurant review (extract)*

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

Using the detailed mapping template

Text: *Restaurant review (extract)*

Decoding

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Are there many complex, specialised and/or irregular words?	Yes. *Restaurant, piquant, accompaniments, fatuous.*
	• Can technical, specialised and other unfamiliar words be decoded rapidly by a fluent reader?	Yes. For example if a reader knows an accent ('grave') makes a certain sound in French then the reader could read "crème"). *commend – commendably*

Vocabulary

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Are there many complex, specialised and/or irregular words?	Yes. Text uses words and expressions not commonly used (eg. *egalitarian, fatuous, badinage, impertinent).* Some common words are used with less common meaning (eg. *old-school, treatment, the business, whitebait salad).* Text requires use of strategies to understand both specialised and borrowed vocabulary.
	• Can the meanings of words be accessed in a wide range of contexts using reference material and sources such as: context clues; own experience of other text and world; understanding of word structure, related words, word roots, derivations, borrowings; using advanced knowledge of dictionary (eg. to navigate structure of standard dictionary entries; to locate all types of information provided about each word; to interpret abbreviations used)?	Yes. Text is written in a way that if a reader can comprehend the text, the reader can guess unknown words using context clues. For example, the sentence that mentions *seafood chowder* begins with *we cast off.* This implies that chowder is something that starts a meal (eg. a soup). Text requires depth and breadth of cultural knowledge.

Language and Text Features

	QUESTIONS	EXAMPLES FROM THE TEXT
	• What type of text is this? What features tell you this?	Persuasive writing: an opinion piece.
ALL STEPS	• What can you say about the forms and functions of the words? Consider: word endings (showing tense); linking words (linking ideas, actions, points); word order (signalling active, passive).	Rhetorical questions. "Do we kiwis sometimes take the egalitarian thing a bit too far?" Direct speech: "kick back, dude, we're all cool here". Parentheses: "... still read War and Peace between courses (the answer is no – the service was commendably snappy)".

Comprehension

QUESTIONS	EXAMPLES FROM THE TEXT
• Is this a more complex, specialised text?	Yes. Opinion piece written for an audience familiar with the topic. Also uses satire and references reader would need to understand.
• Is the text written in such a way that a reader would need to use a range of strategies to understand it? For example, connecting with a less-familiar topic, identifying main ideas and specific details; summarising important information; skimming for general gist and overall impression; scanning to locate information; applying close reading to obtain specific information.	Readers need to be able to get the references; also need extensive experience of restaurants to fully understand the text.

Reading Critically

QUESTIONS	EXAMPLES FROM THE TEXT
• What assumptions does the writer make about the reader and their level of knowledge of the topic?	Writer assumes that the reader has some knowledge of subject, which they need to extend.
• How does the writer use language and text to achieve their purpose?	The writer writes to address gaps in knowledge. Support for understanding is provided regularly. Generally the text contains unlinked paragraphs and sentences, possibly on the assumption that linking is too complex at this level. The facts are presented without opinion, which implies that they are correct.

Using the basic mapping template

Text: *Restaurant review (extract)*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Decoding – 6th step		
• How simple or complex are the words in the text?	Large number of complex words, including foreign words.	*egalitarian, fatuous, maître d', commendably snappy, risotto, sumptuously creamy, gorgonzola, dolce, badinage*
• Are there important words that do not sound the way they look?	Many, especially French and Italian words.	*restaurant, maître d', dolce, brulee*
• What strategies can be used to work out how to pronounce (decode) the words?	Analysis of words by looking at morpheme patterns, less common prefixes and suffixes, adverbial endings. Use of inference.	*e/gal/i/ta/ri/an, familiar/ity, greet/er*
Vocabulary – 6th step		
• How simple or complex are the words in the text?	Colloquial as well as complex words.	*mate, dude, cool, badinage, sweet as*
• Are there everyday words that have a less familiar meaning in this text?	Yes, used in unusual collocations for humorous effect.	*wickedly tasty, married beautifully*
• Are there specialised or technical words that are not defined?	Yes, food terms, often use foreign language.	*piquant, accompaniments, gorgonzola, crème brulee*
• What strategies can be used for accessing the meanings of the words?	Knowledge of foreign word derivations. Background knowledge of New Zealand and of restaurants will provide reader with strategies to unpack unknown vocabulary in this text.	colloquialisms

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Language and Text Features – 5th–6th steps		
• What kind of text is this? How do you know?	Magazine or newspaper review: opinion.	Restaurant review.
• What can you say about formatting and its effect (eg. bold, italics, bullets, tables, diagrams, white space)?	The heading is typical of an article, with writer's name highlighted. Use of italics.	Karl du Fresne, War and Peace, Sportscafe
• How long and complex are the sentences? How many ideas are in each sentence?	Mixture of sentence types, linguistic structures and complexity (eg. rhetorical question, parentheses, quotes).	"Do we kiwis sometimes take the egalitarian thing a bit too far?" "'Hi guys, how's your day been?' treatment (as if our greeter was remotely interested)."
• What can you say about the choice of words? How are they linked to the type of text and its purpose?	Words, collocations, metaphors chosen to describe and entertain.	"... We cast off ..." (Cast off relating to fishing normally but here to start eating.)
Comprehension – 4th–5th steps		
• How complex is this text? How simply and clearly is the information expressed?	Complex: assumes extensive cultural and language knowledge. Use of questions, quotes, references make it complex.	Use of punctuation. 'Foodie' words and terms (eg. *seared big-eye tuna).* References to New Zealand culture and books eg. War and Peace.
• Is the topic or theme one that will be familiar or unfamiliar to most readers?	Only familiar if readers know a lot about restaurants and/or read a lot of reviews.	
• Is the text written in such a way that readers will need to use a range of strategies to understand it? For example, reading between the lines, bringing together information from other texts.	Readers need to use the context and their prior knowledge of restaurants and opinion pieces. Opinions are not stated directly so need to read between lines. Need to evaluate ideas, compare and contrast with similar texts.	Use of sarcasm ("as if our greeter was remotely interested").
Reading Critically – 5th step		
• Who wrote the text?	Karl du Fresne, a restaurant reviewer.	
• Why did the person write the text?	To review (give his personal opinion of) a restaurant and entertain the reader.	"... this is a seriously good restaurant – in fact, sweet as, mate."

A review of the summary chart showed that the 'best guess' was accurate.

Appendix B.6 Road Code

Text: *Extract from page 7 of Road Code for Car Drivers*

What do I have to do to get it?

To get your licence you must:

- pass an eyesight check which you will be given at a driver licence agent's office
- pass a 'theory' test, made up of 35 questions on traffic rules and road safety and based on the information contained in this book.

If you have certain medical conditions, you may also have to undergo a medical examination and provide a medical certificate.

The theory test is a multi-choice 'scratch' test. This means each question will show you have a choice of possible answers, and you must select the answer you believe is right by scratching a small panel next to that answer.

This will reveal either:

- a tick to show you selected the right answer, or
- a cross to show you selected a wrong answer.

The test consists of two papers, a 'general' paper and a 'specialist' paper. The general paper contains 25 questions on traffic rules and hazard detection techniques that apply to all road users. The specialist paper contains 10 questions about safety practices specific to car drivers.

To pass the test, you must get at least 32 questions right. To help you pass, we've included the full list of test questions (for both parts of the test) in Part 3 of this book. The questions you are asked in your test will be taken from this list.

Practice test papers (similar to the 'general' and 'specialist' papers you will be given when you sit your test) can also be purchased from a driver licence agent's office and participating service stations.

Source: *Road Code for Car Drivers* (1999) published by New Zealand Land Transport Safety Authority

Summary chart (initial 'best guess')

Text: *Road Code (extract)*

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

Using the mapping template

Text: *Road Code (extract)*

Decoding

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Are there some key words that are specialised and/or multi-syllabic?	*medical examination, hazard, techniques*
	• Can words be decoded using a wider range of more complex strategies, such as applying knowledge of: word origins; shared roots for specialised words (eg. produce, producer, product, production); word structure; syllable divisions?	*multi-choice, detection, participating*

Vocabulary

	QUESTIONS	EXAMPLES FROM THE TEXT
	• Are there some key words that are specialised and/or multi-syllabic?	*medical examination, hazard, techniques*
	• Can the meanings of words be accessed using a wider range of more complex strategies from several sources of knowledge, such as: recognising and understanding some general academic and specialised words; recognising which specific words are key to the text; using more advanced knowledge of dictionary (eg. to locate starting point through use of alphabetical order within a word); to apply generative principles by using known parts of words to extend vocabulary; to explore word derivations?	*theory, certain medical conditions, hazard detection techniques, participating*

Language and Text Features

	QUESTIONS	EXAMPLES FROM THE TEXT
	• What type of text is this? What features tell you this?	Explanation: answers the question in the title "What do I have to do to get it?"
	• What can you say about the forms and functions of the words? Consider: word endings (showing tense); linking words (linking ideas, actions, points); word order (signalling active, passive).	Uses bullets to show conditions and options. Use of supportive language: "To get ... you must ..."; "The test consists of ..."; "To pass the test, ..." Uses present tense; addresses reader directly.

Comprehension

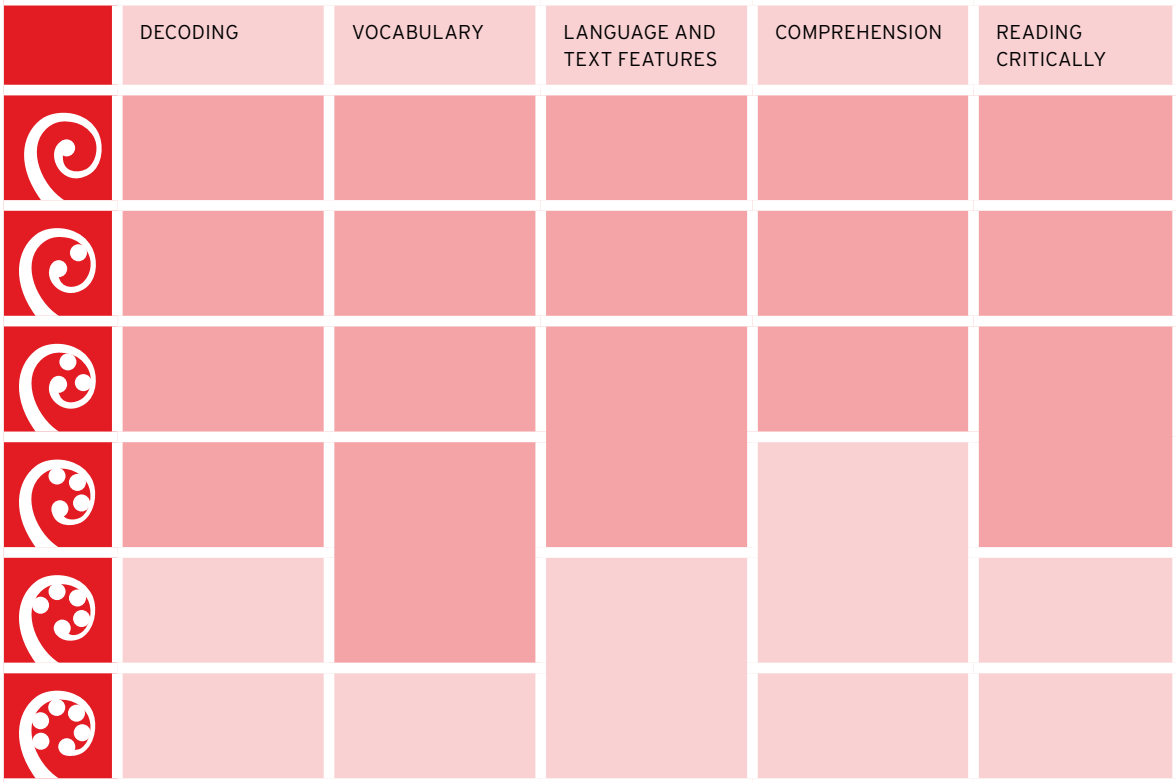
QUESTIONS	EXAMPLES FROM THE TEXT
• Is this a longer or more complex text?	Extract from *Road Code for Car Drivers* book.
• Is the text written in such a way that a reader would need to read between the lines, create mental images (visualise), or bring together information from different parts of the text to fully understand the meaning?	Clear purpose, supportive structure help readers understand what to do. Gives details to support main points. Readers need to refer to other parts (not shown here) to fully understand text.
• Are there features to help a reader find and understand the main ideas such as contents, index, illustrations, headings, subheadings, or key words?	Readers need to apply prior knowledge, identify main ideas, determine the most important ideas. Question and bullets help make information clear.

Reading Critically

QUESTIONS	EXAMPLES FROM THE TEXT
• What assumptions does the writer make about the reader and their level of knowledge of the topic?	Assumes readers want to get their driver licence and explains clearly how to do that.
• How does the writer use language and text to achieve their purpose?	Writer's purpose is to help readers get their licence: language and text features support understanding and make the process clear.

Summary chart

Text: *Road Code (extract)*



Compared with the original 'best guess', mapping has shown that this text is more challenging for *Decoding* and *Vocabulary* than it first appeared. Learners who are not working at these steps for *Decoding* and *Vocabulary* will need focused instruction to be able to read the text.

Appendix B.7 Fire safety

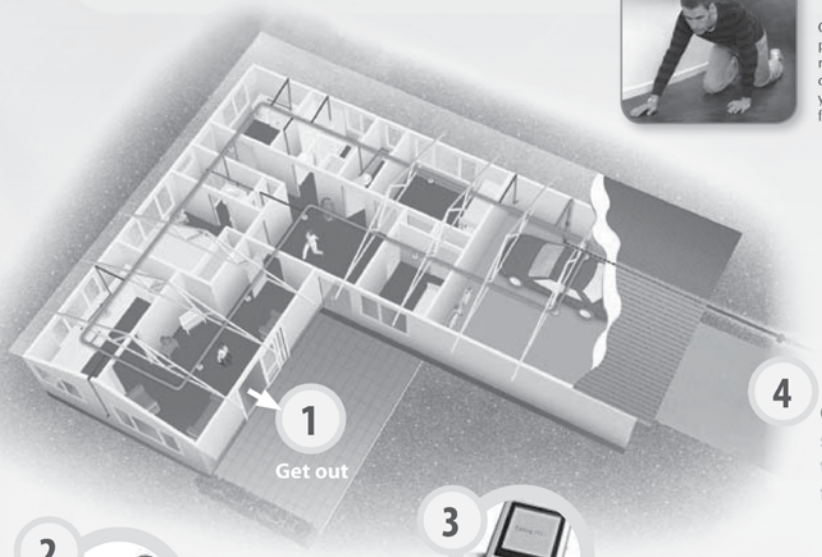
8

What to do in a fire

Do these things to safely escape a fire

- **Get down, get low, get out** – smoke is poisonous, get underneath it by crawling along the floor to get out.
- Shut the doors behind you to stop the spread of fire.
- Get out and stay out – never go back inside.
- Shout **Fire! Fire! Fire!** to warn others.
- Gather at your planned meeting place – such as your letterbox.
- Phone 111 from a safe place – tell the operator your:
  - house number
  - street
  - nearest intersection
  - suburb and city
  - rural ID number if you have one.
- Wait for the Fire Service to arrive and tell them where the fire is and if anyone is still inside.

Crawl under the poisonous smoke remembering to close doors behind you to stop fire from spreading.



2 Go to your planned **meeting place**

3 **Call 111** from your mobile, the neighbours house or a nearby payphone (111 calls are free)

4 **One person** should wait to direct the fire appliance

Using the basic mapping template

Text: *Fire safety*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Decoding – 1st step		
• How simple or complex are the words in the text?	Mostly simple, some complex	*shout, fire, get, down, escape, spread*
• Are there important words that do not sound the way they look?	Some	*behind, dial, phone*
• What strategies can be used to work out how to pronounce (decode) the words?	Draw on sight words Use phonic knowledge Use analogy Chunk words	*to, behind, you, the, crawl, spread, low/slow; out/shout, es/cape; inter/section*
Vocabulary – 2nd step		
• How simple or complex are the words in the text?	As above	
• Are there everyday words that have a less familiar meaning in this text?	No	
• Are there specialised or technical words that are not defined?		*intersection*
• What strategies can be used for accessing the meanings of the words?	Poster has graphics to support meaning. Use context and own knowledge.	*Get down, get low*

QUESTIONS	COMMENTS	EXAMPLES FROM THE TEXT
Language and Text Features – 2nd step		
• What kind of text is this? How do you know?	Instructional: tells what to do.	*Shout Fire!* *Crawl low*
• What can you say about formatting and its effect (eg. bold, italics, bullets, tables, diagrams, white space)?	Graphics illustrate words. Layout supports main points. Use of bold, repetition and exclamation marks for emphasis.	Bullets make main points very clear *Shout Fire! Fire! Fire!* *Dial 111*
• How long and complex are the sentences? How many ideas are in each sentence?	Very short, incomplete instructions. One idea in each bullet.	*Crawl low ...* *Shut doors ...*
• What can you say about the choice of words? How are they linked to the type of text and its purpose?	Uses short strong verbs to convey meaning.	*shout, crawl, get, shut, meet ...*
Comprehension – 2nd step		
• Is this a short, simple text?	Very simple text.	Single purpose: to tell what to do in a fire at home.
• Are the ideas or information clearly expressed? Are there strong connections with things readers will already know about?	Clearly written. Readers can make connections with own home situations.	Pictures of home and family.
• Could a reader get the gist of the text by using simple strategies, such as locating specific details rather than reading the whole text?	Use own knowledge, visualise (picture) what to do in own home.	Graphics and bullets give most important information.
Reading Critically – 1st step		
• Who wrote the text?	A person who knows how to survive house fires.	Clear, accurate information.
• Why did the person write the text?	To give people information and help them prepare for an emergency.	Aimed at children and householders so all can share and learn from the information.

Summary chart

Text: *Fire safety*

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

Appendix C

Appendix C.1 Focus group questions

Part A: Experiences of reading

Purpose: To find out participants' interests in reading, what and where they read and self-assessed strengths, needs and goals.

1. Can you remember anything you did when you first started to learn to read? What was it like? How did you learn to read?
2. What kind of things do you read? (Prompt: work materials, magazines, books, children's school material, TV listings, junk mail, newspaper (which sections), Bible/Koran, advertising and packaging, etc.)
3. When do you read? (Prompt: at home, at work, out shopping, every day, every few days etc.)
4. What do you enjoy about reading?
5. What don't you enjoy about reading?
6. What do you find difficult about reading?
7. What kind of things would you like or need to read?

Part B: Reading behaviours

Purpose: To find out the range of strategies that participants use at word, sentence and whole text level. These include understanding of text and vocabulary.

1. What do you do if what you read doesn't make sense to you?
2. What do you do if you come to a word you don't know (can't read)?
3. What do you do if you can read the word but can't understand it?
4. What do you do that helps you to understand what you are reading? (Prompt: before reading, during reading, after reading.)
5. What else do you do that helps you when you read?

Part C: Next steps

Purpose: To find out how confident participants feel about reading and what they feel they need to improve.

1. How confident do you feel about reading?
2. What kind of things are you confident reading?
3. What kind of things are you not confident reading?
4. What do you think you need to do to help your reading?

Part D: Following up

To be used only at the END of the course or programme.

Purpose: To identify how participants feel their reading has changed through the course and why.

1. How has your reading changed over this course?
2. What new things do you do now when you are reading that you didn't do before?
3. What makes reading easier or better for you now?
4. What kind of things happened during the course that helped your reading? (Prompt: this could include activities, teaching, group work, course environment.)

Appendix C.2 Focus group recording form (Parts A, B, C)

Name _____ **Date** _____

QUESTION NUMBER	PARTICIPANTS' COMMENTS
Part A: Experiences of reading	
Part B: Reading behaviours	
Part C: Next steps	

Appendix C.3 Focus group recording form (Part D)

Name _____ **Date** _____

QUESTION NUMBER	PARTICIPANTS' COMMENTS
Part A: Experiences of reading that have changed	
Part B: Reading behaviours now used	
Part C: Next steps	
Part D: Additional questions	

Appendix C.4 'Attitude to reading' survey

Name _____ **Date** _____ **Tutor** _____

1. What do you read and how often? (Tick the appropriate boxes)

	EVERY DAY	EVERY WEEK	SOMETIMES	NEVER
newspapers	☐	☐	☐	☐
magazines	☐	☐	☐	☐
books	☐	☐	☐	☐
TV guide	☐	☐	☐	☐
work materials	☐	☐	☐	☐
religious books (eg. the Bible or the Koran)	☐	☐	☐	☐
text messages, emails, blogs	☐	☐	☐	☐
ads, packaging	☐	☐	☐	☐
websites (list general purposes of web use)	☐	☐	☐	☐
other (list)	☐	☐	☐	☐

2. How do you feel about reading?

HATE IT	DON'T LIKE IT MUCH	OKAY	QUITE LIKE IT	LOVE IT
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

3. How good do you think you are at reading?

NO GOOD AT ALL	NOT VERY GOOD	OKAY	QUITE GOOD	REALLY GOOD
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

4. How confident do you feel about reading during your daily life?

NOT AT ALL CONFIDENT	NOT VERY CONFIDENT	OKAY	QUITE CONFIDENT	REALLY CONFIDENT
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

5. How important is reading for you in your daily life?

NOT AT ALL	NOT VERY	MODERATELY	QUITE	VERY
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

6. Write the name of the last thing you read for pleasure: _____

_____

_____

7. Write the name of the last thing you read for work or study: _____

_____

_____

8. What do you find difficult about reading? (Tick the appropriate boxes)

	ALWAYS	SOMETIMES	NEVER
Everything	☐	☐	☐
Working out words	☐	☐	☐
Understanding hard words	☐	☐	☐
Understanding the sentences	☐	☐	☐
Understanding a long passage or a whole book	☐	☐	☐
Reading aloud	☐	☐	☐
Finding what's important	☐	☐	☐
Remembering what you've read	☐	☐	☐
Working out what it means	☐	☐	☐

9. Do you do any of these things while you're reading? (Tick the appropriate boxes)

	ALWAYS	SOMETIMES	NEVER
Have a particular purpose	☐	☐	☐
Think about what you already know	☐	☐	☐
Guess what might be coming next	☐	☐	☐
Look for the most important ideas	☐	☐	☐
Summarise in your head	☐	☐	☐
Guess what it might be about	☐	☐	☐
Imagine or picture it in your head	☐	☐	☐
Ask questions in your head	☐	☐	☐
Use features like headings to help work it out	☐	☐	☐

continued...

10. Do you do any of these things when you come across a word you can't read? (Tick the appropriate boxes)

	ALWAYS	SOMETIMES	NEVER
Try to sound it out	☐	☐	☐
Look at bits of the word	☐	☐	☐
Use the rest of the sentence	☐	☐	☐
Look at the shape of the word	☐	☐	☐

Other things you do: _____

11. What do you do when you can say the word but you don't know what it means? _____

_____

_____

12. What do you do when you can't understand something you have to read:

- **at work?** _____
- **at home?** _____
- **in other places?** _____

13. Do you have any problems that might make reading hard for you? _____

_____

_____

14. What are the best ways for tutors to help you with reading? _____

_____

_____

15. What are your reading goals? OR What would you like to be able to read easily? _____

_____

_____

Appendix C.5 Reading diagnostic assessment

Name of learner:_____

Date:_____

Course:_____

Assessment number: 1 2 3 4

Text used:_____

Start by asking the learner to look over the whole text silently. If you know that decoding is NOT a problem for the learner, focus on other areas.

Language and Text Features

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
1. What kind of text or writing is this?	1.
2. Where are you likely to find a text or writing like this?	2.
3. How do you know this?	3.

ASSESS THE LEARNER'S RESPONSES		
☐ Inadequate	☐ Includes some key elements of answer	☐ Includes all key elements of answer

Decoding

MARK THE PLACE WHERE THE FIRST 100 WORDS OF THE TEXT END AND ASK THE LEARNER TO RE-READ TO THIS PLACE ALOUD	COUNT THE LEARNER'S ERRORS
Please re-read from here to here aloud. (Point to where the learner should stop.)	Put down a finger for each wrong word. If there are eight or more errors, the text is too difficult. – ask the question below then stop reading this text.

COUNT NUMBER OF ERRORS									
10	9	8	7	6	5	4	3	2	1
This text is too difficult for the learner.			The learner needs support to read this text.				This text is not too difficult. The learner can read it independently.		

If there are eight or more errors

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
• *What did you think of this text?* • *There's another text I want to read with you, and we'll do that later.*	

Do not continue with this text. Start the process again with an easier text.

If there are fewer than eight errors, ask the learner to read through the text silently then continue with the assessment.

Vocabulary

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
What is the meaning of this word, as it is used in this text? (Point to each selected word in the text in turn.) 1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

COUNT THE NUMBER OF CORRECT LEARNER RESPONSES		
1 or below	2–3	4–5
This text is too difficult for the learner to read independently. Do not continue.	The learner needs support to read this text.	This text is not too difficult for the learner.

continued...

Comprehension

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
Tell me what this is about in your own words – just a few sentences.	

ASSESS THE LEARNER'S RESPONSES		
☐ Inadequate	☐ Includes some main ideas or details	☐ Includes all main ideas and some details

Reading Critically

ASK THE LEARNER	WRITE THE LEARNER'S RESPONSES
Who do you think this was written for? *Why do you think that?*	
Why might it have been written? *Why do you think that?*	
Who might have written this?	

ASSESS THE LEARNER'S RESPONSES		
☐ Inadequate	☐ Includes some key elements of answer	☐ Includes all key elements of answer

Appendix C.6 Reading diagnostic recording sheet

Name of learner:_____

Date: _____

Course:_____

Assessment number: 1 2 3 4

Text used: _____

Summary chart

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY

Learner's profile for this text

	DECODING	VOCABULARY	LANGUAGE AND TEXT FEATURES	COMPREHENSION	READING CRITICALLY
Not able					
Needs support					
Independent					

Comments: *(For example, comments about what the learner knows and can do.)*

Next teaching and learning steps (indicate priority):

Check another reading sample on (date):

Appendix D

Appendix D Reciprocal teaching of reading: prompts

The Predictor

"I think the next part will be about ..."
and/or
"Does anyone have anything to add to my prediction, or a different prediction?"

The Clarifier

"I would like to know what ... means"
and/or
"Is there anything you are unsure of in this section (words, ideas, information)?"

The Questioner

"My question about this is ..."
and/or
"Has anyone else got a question?"

The Summariser

"My summary of the part we have just read is ..."
and/or
"Has anyone else got a different summary? Have I missed anything important in mine?"

Start again with The Predictor until the whole text has been read and discussed.

Appendix E

Appendix E Teaching decoding

Many tutors have identified that learners need additional help to progress with their decoding skills. Below are further specialised activities that follow the steps in the *Read with Understanding* progression.

Learners at the 1st step of the Decoding progression

Use important key words for the learner (possibly taken from a key word list plus those identified by the learner and the tutor). Make lists for each learner because every person will have a different list according to their needs and interests.

Sight words

- Highlight own name, street, town or other key words from a list.
- Play games like Snap to match key words.
- Highlight days of week and other key words in familiar material, for example, newspapers, TV listings, magazines.
- Encourage the use of strategies for remembering key words, for example, put word cards on the fridge.

Decoding

- Develop phonemic awareness, for example, by listening to, learning and reciting the words of raps, jingles or sound poems and exploring rhyme, alliteration and other sounds.
- Insert vowels into gaps at the beginning or middle of words for example, *bet, in, at, set*.
- Say words without certain sounds, for example, say *pit* but don't say *p* (use sounds not names of letters).
- Play missing vowel sound or initial/final consonant cluster bingo.
- Highlight consonant clusters in a short text.
- Practise reading some simple, illustrated customised texts made up of sentences, based on simple, regular words and familiar sight words.
- Play games that require distinguishing words by their shapes or length or by a specific phonemic difference for example, *cat/cot*.
- Sort letters into alphabetical order.
- Use the keypad of a mobile phone to find and input first and second names.
- Arrange key words in alphabetical order.
- Match words in different fonts and styles, for example, NO PARKING and *No Parking*.

Learners at the 2nd step of the Decoding progression

Sight words and decoding

- Play Snap with high-frequency words.
- Insert high-frequency words or the learner's own familiar words into gaps in sentences.
- Identify what personal information is asked for on a variety of forms relevant to their situation, for example, a prescription, car registration renewal, mail-order form, enrolment form.

Decoding

- Sort lists of words on cards into groups according to common roots (word families), for example, *walk, walking, walked*.
- Sort words on cards with common prefixes, for example, *unfit, unwell, unable*. Divide the words into syllables.
- Find words in a text that have the same letter pattern, for example, *and, band, sand.*
- Underline in different colours (on paper or using the word processor) words with one syllable, two syllables, three syllables, four syllables.
- Use a space bar on a computer to insert a space between syllables. Read the syllables.
- Rejoin common compound words from a list with the first half of the word in one column and the second half in the next.

Learners at the 3rd step of the Decoding progression

Sight words and decoding

- In pairs, practise reading skills on a selection of short extracts from texts with different purposes (for example, from a letter, an advertisement, a notice, a story) highlighting any unknown words.
- Match lists of words with the same spelling pattern to their meanings.
- Play games such as Snap to identify words with same sound but different spelling, for example, *lie, bite, high, fly*.
- Play games to identify different sounds made by the same spelling patterns, for example, *boy* and *boil*.

Learners at the 4th step of the Decoding progression

Sight words

- Identify and read personal lists of key specialised words.
- Read and complete a more complex form.

Decoding

- Identify any words from own key specialised words that have shared roots and discuss structure and origin, for example, *danger, dangerous; electricity, electric, electrician; produce, producer, product, production*.
- Sort a list of words with the same initial letter into alphabetical order.
- Put own key specialised words into alphabetical order.
- Add prefixes to a list of words to create new ones and explain their meaning.
- Raise awareness of word structure by:
  - matching words with common prefixes to create opposite meaning, for example, *appear/disappear, tidy/untidy*
  - underlining words with suffixes whilst reading
  - identifying groups of words with shared roots
  - underlining root words in words with prefixes and suffixes
  - splitting words into two to discuss their likely origins
  - joining words to make known compound words
  - experimenting with coining some useful new compound words.

Learners at the 5th step of the Decoding progression

Sight words and decoding

- Read an advertisement for a service in a directory: decode some unfamiliar words then decide which company to choose (for example, for car accident insurance repairs).
- In pairs, read short texts from daily life or dense material (for example, *Yellow Pages*, appliance instructions) that have been photocopied. Read the text once for general sense, circling any unfamiliar words. Read again and draw a line from each circled word out to the margin; copy out the word in large print in the margin. Discuss everything that can be worked out about the word, annotating it to demonstrate points, for example, underline familiar parts, divide into root and suffix/prefix or compound parts, underline a plural or verb ending. Re-read the word in the context of its sentence or position. Decide on the most likely meaning, using a dictionary to help if needed.

Useful sites for word lists:

www.english-zone.com/reading

www.wgtn.ac.nz/lals/resources/academicwordlist

www.wgtn.ac.nz/lals/resources/paul-nations-resources/

vocabulary-lists

Notes

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