



Te Huinga Kākākura  
Mātauranga  
evaluation associates

# 'Reading and writing float on a sea of talk'

Supporting reading in  
content classes

Massey High School - 10/05/2023



Tāraia te mahara,  
ka tāraia ai te rākau

Carve the mind  
before carving your path





# Session Goals

- to build an understanding of what good readers do
- to share some approaches and strategies to support reading in mainstream classes





# NCEA Literacy Co-requisite – Reading

## Big Ideas

1. Learners make sense of written texts.
2. Learners read critically.
3. Learners read for different purposes.



# Learning – Reading Matrix

## Reading

Big Idea 1: Learners make sense of written texts.	Big Idea 2: Learners read critically.	Big Idea 3: Learners read for different purposes.
<b>Significant Learning</b>  Learners use: <ul style="list-style-type: none"><li>• a processing system to decode and comprehend text. Readers develop expertise in using sources of information and comprehension strategies to make sense of text.</li><li>• knowledge of text structures and features. Readers develop their knowledge of text features and use this to navigate and understand texts.</li><li>• vocabulary knowledge. Successful comprehension depends on understanding most of the meanings of the words in the text.</li></ul>	<b>Significant Learning</b>  Learners: <ul style="list-style-type: none"><li>• develop a critical awareness that enables them to consider who wrote a text, for whom, why and whether it may have purposes that are not immediately apparent.</li></ul>	<b>Significant Learning</b>  Learners: <ul style="list-style-type: none"><li>• are clear about their purpose for reading and have appropriate strategies to meet that purpose.</li><li>• understand and use ideas in texts.</li><li>• locate and evaluate the ideas and information within and across a range of print and digital texts to meet their purpose.</li></ul>

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/learning>

# Teaching Literacy

## Effective Practices that Support NCEA Literacy

1. Promote a positive attitude to literacy
2. Provide many opportunities for ākonga to read and write
3. Connect reading and writing
4. Show how you read and write
5. Support ākonga to read critically across texts
6. Help ākonga build vocabulary knowledge
7. Scaffold writing by focusing on text structure
8. Scaffold writing by focusing on language
9. Use a writer's checklist
10. Give feedback on writing

<https://ncea.education.govt.nz/literacy-and-numeracy/literacy/teaching>





# Aspects of reading

Ākonga need to learn to:

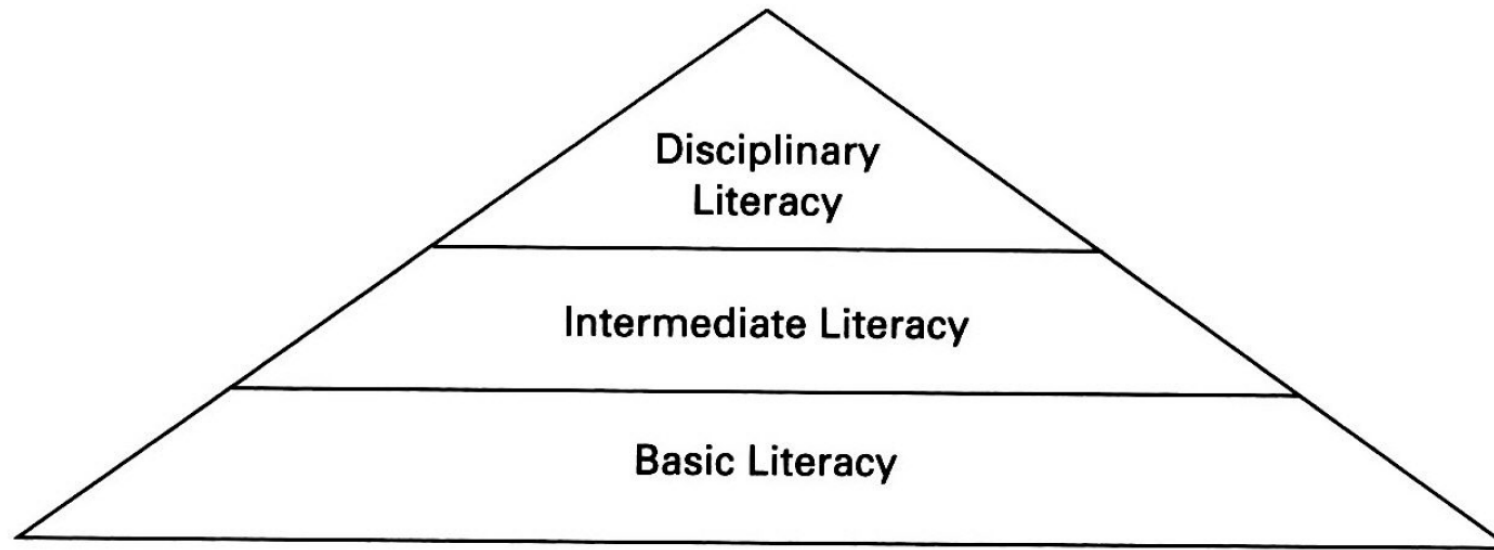
- crack the code of written language – how words work, sound-letter relationships, automatic word recognition
- make meaning of texts – background knowledge, (including knowledge related to culture, identity and language), vocabulary knowledge, knowledge of how text structure supports meaning, knowledge of strategies to get meaning
- think critically – analyse and respond to texts, build awareness that text is used to influence, evaluate text in terms of its purpose, structure, context and style



<https://literacyprogressions.tki.org.nz/>



**FIGURE 1** *The Increasing Specialization of Literacy Development*



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

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

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



# Vocabulary - Research

- New Zealand secondary teachers see vocabulary as 'the most commonly recognised linguistic challenge' (Gleeson, 2010, p.108).
- There is a considerable body of international research on the relationship between vocabulary and secondary school achievement e.g. Hirsch (2003) concluded that the achievement gap between socio-economic groups in the United States was, in fact, a 'language' or 'verbal gap'.
- Mokhtari and Velten (2015) cite reading research over seven decades showing that vocabulary knowledge contributes significantly to students' reading comprehension performance. Many studies have shown that the correlation between vocabulary knowledge and reading comprehension is stronger for expository than narrative text (e.g. Yildirim, Yildiz, & Ates, 2011).
- 'Vocabulary is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70-80% of comprehension' (Bromley, 2007).



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...in order of importance, **word recognition, vocabulary**, reading strategies, working memory, and prior knowledge were found to influence the reading comprehension of secondary SWD. Multi-sensory direct instruction in word recognition and vocabulary is one such method that has promise for secondary SWD.

Sanford (2015) *Factors that affect the reading comprehension of students with disabilities* pp.ii-iii



# Vocabulary Guidelines

1. Amplify, don't simplify.
2. Encourage social interaction.
3. Encourage wide reading.
4. Teach new vocabulary in context.
5. Explicitly teach new vocabulary, including high frequency, specialised academic and general academic vocabulary.
6. Base teaching decisions on evidence of students' vocabulary knowledge.
7. Develop productive as well as receptive vocabulary.
8. Support students to solve unfamiliar vocabulary and develop independence.





# Types of vocabulary

- high-frequency
- mid-frequency
- low-frequency
- academic
- specialised | subject-specific | technical

For independent comprehension 98 % of the words in a text need to be known.



# Reading CAA 2022

1K	76.3
2K	5.19
Academic	5.19
Off-list	13.33

<https://www.lex tutor.ca/vp/eng/>

kiwi households throw away more than number tonnes of food every year the average new zealander throws out the equivalent of one in every five bags of groceries that they buy that is akin to leaving one shopping bag behind in the trolley every week this grim statistic was the motivator for christina mcbeth to establish nourished for nil in hawke bay back in number but the issue of food waste does not just lie with individuals waste says christina is also an unfortunate by product of food manufacturing and hospitality whether that is because of over supply labelling errors or cancelled exports christina feels that for companies and caf it has often been easier and in many cases cheaper to throw out surplus food rather than try to re distribute it at numberpm when a caf is closing there still a lot of food in those display cabinets and about seven out of ten caf were just throwing it out in the year to date nourished for nil has collected number tonnes of food that is a lot of food that would otherwise end up in landfill food rots in landfill and creates methane gases which actively contribute to climate change but it does not have to be like that all the food collected by nourished for nil is given away for free to anyone and everyone who wants it our philosophy first and foremost is food rescue that is why i started this not because i wanted to feed lots of people christina says we are not just here for the needy we are here for the environment



# Pre-reading strategies - Vocabulary

‘Words are the code-breakers’ (Andersen & Glenn, 2021, p.136)

- vocabulary jumble
- before and after vocabulary grid (and variations)
- disappearing definition
- word maps – concept circles
- word clustering
- telephone whispers
- kaitiaki o te kupu – guardian of the word

• using prefixes and root words



<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary>



# Vocabulary jumble

## Level One Words

great white	diver	marine
white pointer	cage diving	sharks
blood	dorsal fin	
expert	stitches	attack
angry	aquarium	endangered
underwater photographer		

## Level Two Words

capture	snout	seabed
intra-uterine cannibalism		
flotation tank	environment	







**noun**

**adverb**

**preposition**

**abstract**

**common**

**conjunction**

**active**

**adjective**

**proper**

**imperative**

**concrete**

**verb**

**pronoun**

**interjection**

**comparative**

**transitive**

**superlative**

**collective**

**modal**

**intransitive**

**infinitive**

**personal**

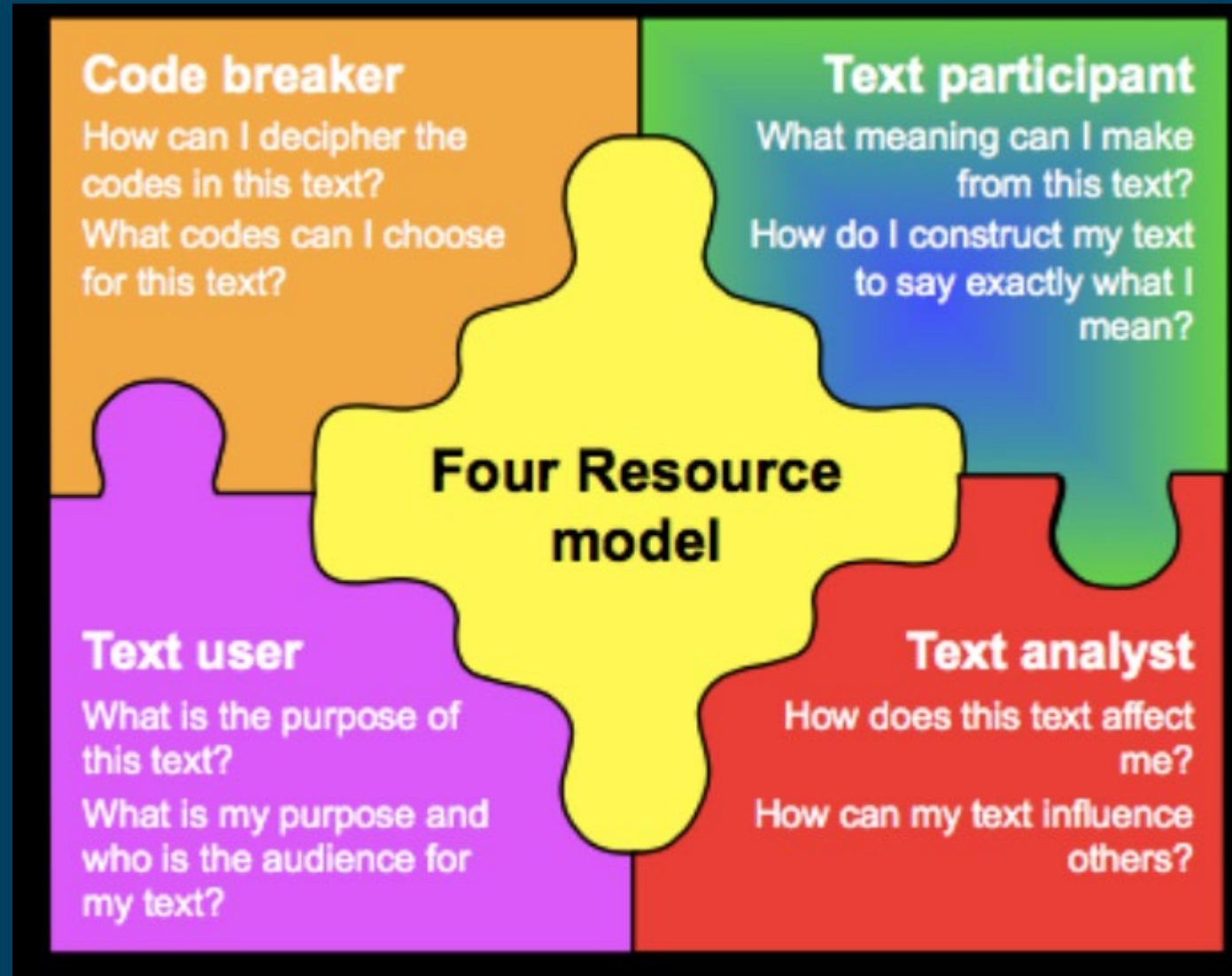
**relative**

**passive**

**article**



# Four roles of the successful reader





# What do good readers do?

## Pre-reading

- Activate prior/background knowledge
- Have a clear purpose for reading
- Know what type of text they are about to read
- Preview the text
- Make predictions
- Ask questions



# Pre-reading strategies

- brainstorm
- preview the text – sub-headings, images
- make predictions
- anticipatory reading guide
- yes – no – make it right
- KWL chart
- simplified text summary



# Pre-reading strategies



## *Before Reading ...*

*"Minding our Ps & Ks"*

### **PRIOR KNOWLEDGE**

- What do you already know about this topic?
- Brainstorm
- Tell stories
- Ask questions
- Lead discussions

### **PURPOSE**

- The aim for today's lesson is...
- The reason we are reading this is so that...
- We need to read this so we can find out...
- We'll read this, to see if it will explain...



### **PREVIEW**

- Read the title
- Look at photographs, graphs, diagrams
- Read any captions
- Read headings and sub-headings
- Discuss any thoughts or comments



### **PREDICT**

- What do you think this text will be about?
- What do you think we will find out from this text?

### **KEY WORDS**

- These are words you will need to know.
- What do you think this word means?
- What other words do you know that look similar to this one?
- When do you think you could use it?  
(How to introduce, reinforce, embed this vocabulary?)

### **KEY CONCEPTS**

- What are the key understandings in this text(s) for this topic?
- Links between literacy and topic ideas?





# What do good readers do?

## During reading

- Keep their purpose for reading in mind
- Monitor their understanding of the text
- Continue revising and adjusting their predictions and questions
- Use different reading speeds – skimming some sections, re-reading others
- Use prior knowledge
- Use a range of strategies to work out the meaning of unknown words and concepts



# During reading strategies

- Skim and scan
- Identify important information
- Ask questions
- Stop and predict
- Visualise / draw / mind-mapping
- Comment codes
- Reciprocal teaching – predict, clarify, question, summarise

<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading>





# What do good readers do?

## After reading

- Evaluate whether the text met their purpose for reading
- Revisit their predictions and questions and revise them, if necessary
- Summarise what they have read
- Synthesise what they have read

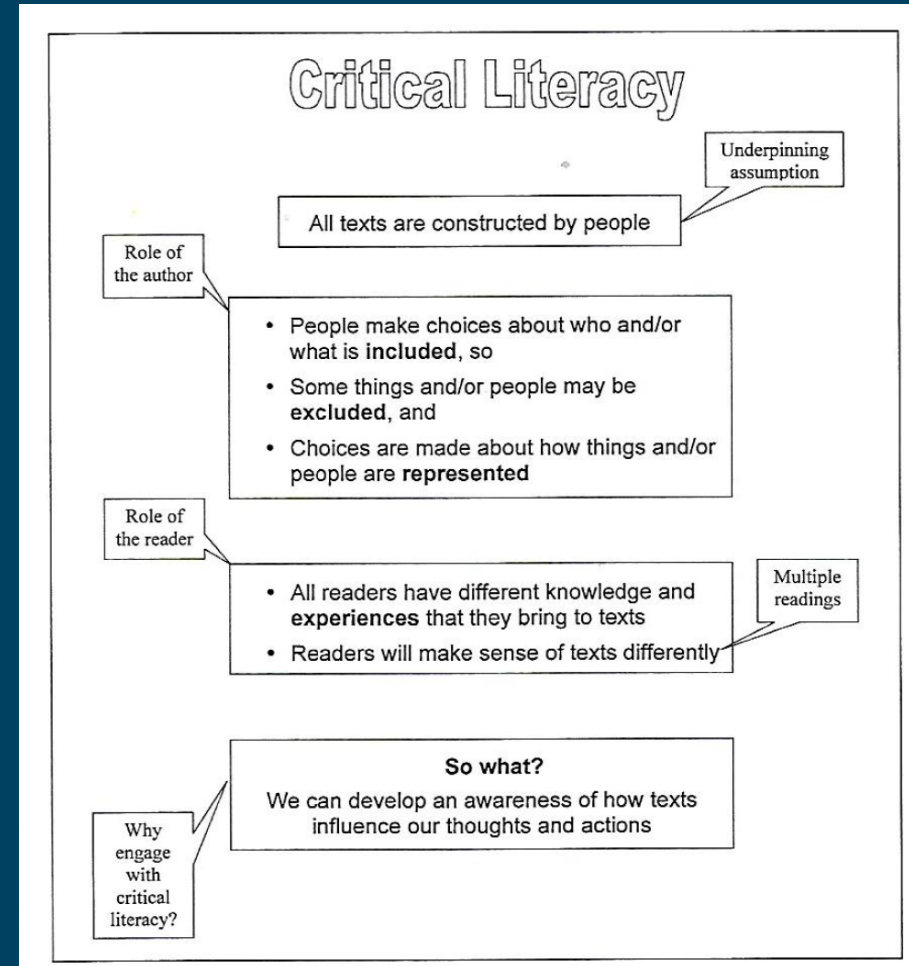


# After reading strategies

- discussions to clarify or extend ideas
- jigsaw reading
- 3 or 4 level guides
- information transfer grids
- 3 x 4 information grid
- graphic organisers e.g. structured overview, concept map, Venn diagram
- inquiry chart
- values continuum
- [say-it!](#)



# Reading critically



Sandretto & Klenner (2011) *Planting Seeds: Embedding critical literacy into your classroom* programme p.17





Pukekohe HS Literacy Team 2022

Before reading	<b>W</b>	<b>Why?</b>	<p>I ask myself...</p> <ul style="list-style-type: none"> <li>• <b>Why</b> am I reading this?</li> <li>• What is my purpose for reading this?</li> <li>• What information am I looking for?</li> </ul>
Before reading	<b>E<sup>1</sup></b>	<b>Expect</b>	<p>I ask myself...</p> <ul style="list-style-type: none"> <li>• What do I <b>expect</b> this to be about?</li> <li>• What do I think this will be about based on the title, <u>headings</u> and pictures?</li> <li>• What do I already know about this?</li> </ul>
During reading	<b>R</b>	<b>Reach</b>	<p>I reach for...</p> <ul style="list-style-type: none"> <li>• Understanding of specialised and academic vocabulary.</li> <li>• Understanding of main ideas and the writer's purpose.</li> <li>• Understanding of the importance of what I am reading in relation to my purpose for reading.</li> </ul>
During reading	<b>E<sup>2</sup></b>	<b>Extract</b>	<p>To <b>extract</b> <u>information</u> I...</p> <ul style="list-style-type: none"> <li>• Remember my purpose for reading.</li> <li>• Make notes about the important ideas from the text for future use.</li> <li>• Can identify relevant quotes and paraphrase information.</li> </ul>
After reading	<b>A</b>	<b>Apply</b>	<p>To <b>apply</b> the findings from reading I...</p> <ul style="list-style-type: none"> <li>• Use the information I have extracted, showing that I understand it.</li> <li>• Integrate ideas into my own writing.</li> <li>• Relate my findings to my purpose for reading.</li> </ul>
After reading	<b>D</b>	<b>Digest</b>	<p>To <b>digest</b> the findings from our reading I...</p> <ul style="list-style-type: none"> <li>• Think critically.</li> <li>• Compare my findings with my prior knowledge and beliefs.</li> <li>• Develop my own understanding about the key ideas.</li> <li>• Evaluate the ideas and information within the text.</li> </ul>

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‘A large volume of work indicates that we can help students acquire the strategies and processes use by good readers - and that this improves their overall comprehension of the text, both the texts used to teach the strategies and texts they read on their own in the future.... There is a large not overwhelming number and range of techniques that work, **yet the use of even one technique alone has been shown to improve students’ comprehension.** Teaching... collections or packages of comprehension strategies can help students become truly solid comprehenders of any kind of text.’

Sheena Cameron (2009) *Teaching Reading Comprehension Strategies* p.9



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Thank you for listening.

Please email me if you would like further information on any of the ideas or approaches communicated today.

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# Pre-reading

BEFORE READING		
Struggling Readers		Strong Readers
reluctantly approach or resist reading tasks	⇒	confidently approach reading tasks
possess limited background knowledge	⇒	activate their background knowledge on the subject before reading
inconsistently recall or use background knowledge	⇒	connect background knowledge to new learning
read without a clear purpose	⇒	know their purpose for reading
read without considering how to approach the material	⇒	make predictions and choose appropriate strategies
set minimal or no goals	⇒	set relevant, attainable goals



# During reading

DURING READING		
Struggling Readers		Strong Readers
possess a limited attention span	⇒	focus their complete attention on reading
need guidance for reading tasks	⇒	are able to read independently
possess a limited vocabulary	⇒	possess an extensive vocabulary
do not consistently apply word attack skills	⇒	use appropriate decoding or word attack skills
read word-by-word, lack fluency	⇒	read fluently
do not monitor their comprehension	⇒	monitor their comprehension
a. do not perceive organizational structures	⇒	a. use text structure to assist comprehension
b. read everything at the same rate, often very slowly	⇒	b. adjust rate according to purpose
c. read to get done	⇒	c. read to learn; anticipate and predict meaning

d. give up when reading is difficult or uninteresting	⇒	d. persevere with even unfamiliar passages
e. get only pieces rather than integrating information	⇒	e. organize and integrate new information by searching for main ideas, inferring, synthesizing, etc.
f. do not ask relevant questions	⇒	f. raise related questions
g. often do not create mental images as they read	⇒	g. create visual and sensory images from text
h. do not realize and/or know what to do when they do not understand	⇒	h. use fix-up strategies when they do not understand (re-read, read aloud, etc.)
i. do not recognize important vocabulary	⇒	i. strive to understand new terms
j. do not use context clues	⇒	j. use context clues
use a limited number of strategies or repeat their mistakes	⇒	are flexible according to task

# After reading

AFTER READING		
Struggling Readers		Strong Readers
forget or mix-up information	⇒	reflect on what they have read and add new information to their knowledge base
only look for "the answer" and give verbatim responses	⇒	summarize major ideas and recall supporting details, make inferences, draw conclusions, paraphrase
do not read outside of school	⇒	seek additional information from outside sources
feel success is unattainable, a result of luck	⇒	feel success is a result of effort
rely on the teacher for information	⇒	can independently gain information
express negative feelings about reading	⇒	express opinions about or pleasure in selections they have read
avoid reading at all costs	⇒	choose reading for the sheer joy of it



Instructional Aid 1.1: Seven Strategies of Highly Effective Readers	
Strategy	Definition
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.
Summarizing	Restating the meaning of text in one's own words--different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

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## Reading

## Writing

## Mathematics

Context: [All](#) | [Core](#) [English](#) [Science](#) [Social sciences](#)

Making sense of text: using a processing system▼



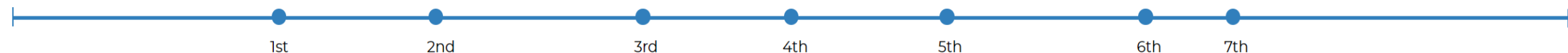
Making sense of text: using knowledge of text structure and features▼



Making sense of text: vocabulary knowledge▼



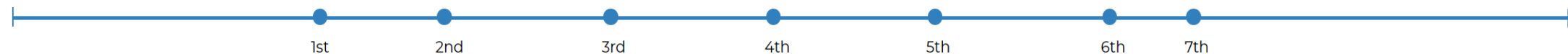
Making sense of text: reading critically▼



Reading to organise ideas and information for learning▼



Acquiring and using information and ideas in informational texts▼



Reading for literary experience▼

