



evaluation
associates
Te Huinga Kākākura
Mātauranga

Ready, Set, Go!

Preparing for the NCEA
co-requisite literacy reading
challenge

NZAI Conference

Ormiston Junior College - 14 April 2025

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Karakia timatanga

Tau mai te mauri o te wānanga,
Ki runga ki ēnei pūkenga,
Kia mātāmua ai, ko te ako kounga, a te tamaiti,
Ko ia ki mua, ko ia ki muri o ēnei kōrero,
Kia puta ai ia, ki te whaiao, ki te ao mārama!
Hui e, tāiki e!

*Bestow the life force of learning,
Upon these repositories,
So that aspiration of quality learning for our children is paramount,
And remains at the forefront of all of our works,
So that they may flourish and thrive,
For all eternity!*



Whakawhanaungatanga



Purpose

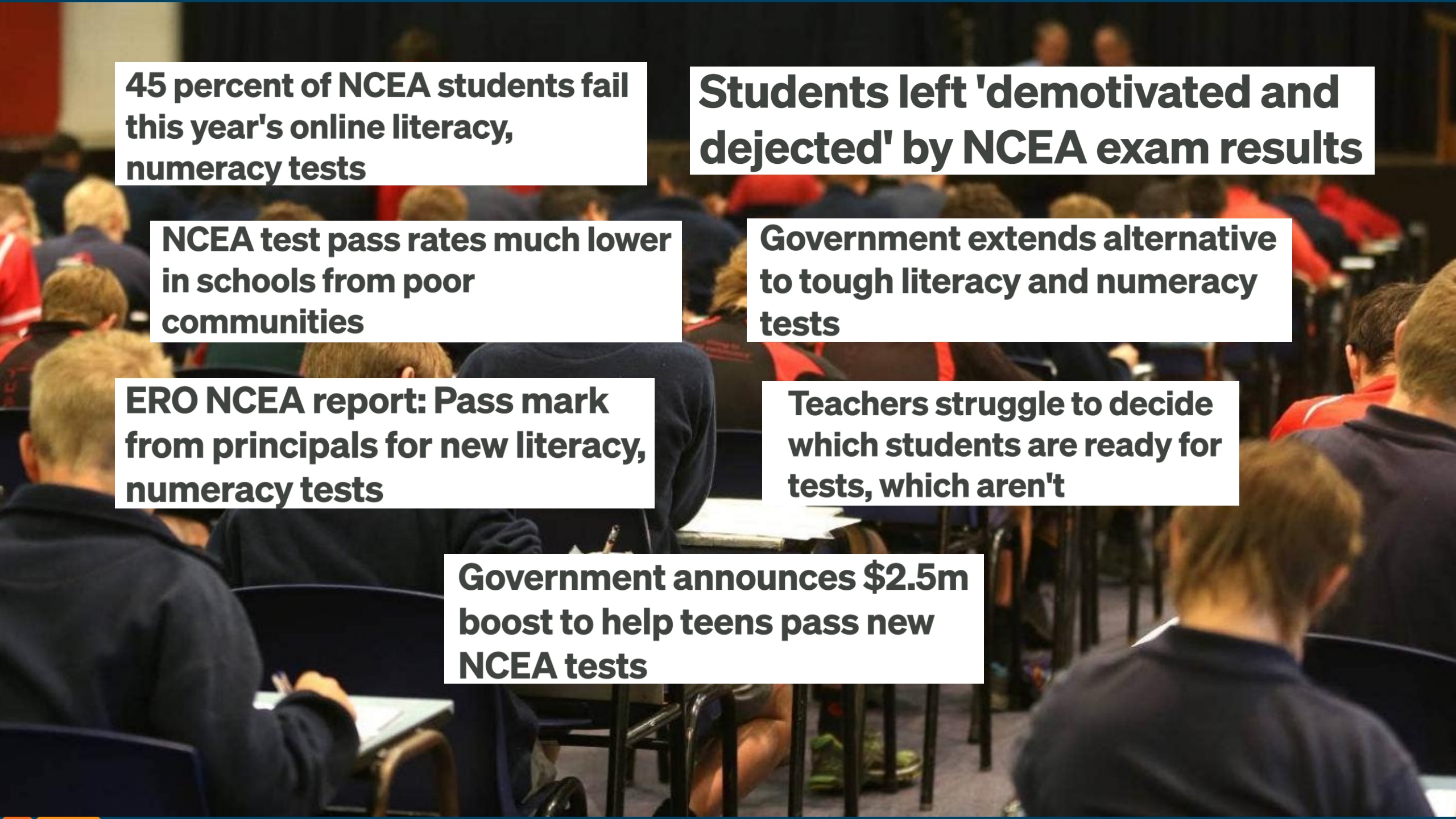
- to build your knowledge of literacy reading requirements
- to consider learner readiness for the assessment (CAA)
- to explore MOE resources to support teacher practice and learner achievement



Tāraia te mahara,
ka tāraia ai te rākau.

Carve the mind,
before carving your path.



A background image showing the backs of several students in a classroom, wearing dark blue school uniforms and sitting at desks. They are looking towards the front of the room.

45 percent of NCEA students fail this year's online literacy, numeracy tests

Students left 'demotivated and dejected' by NCEA exam results

NCEA test pass rates much lower in schools from poor communities

Government extends alternative to tough literacy and numeracy tests

ERO NCEA report: Pass mark from principals for new literacy, numeracy tests

Teachers struggle to decide which students are ready for tests, which aren't

Government announces \$2.5m boost to help teens pass new NCEA tests

NCEA literacy reading requirements



'Foundational literacy refers to the knowledge and capabilities in reading and writing that enable learners to access further learning, develop important life skills, engage in employment and in their communities. This includes an understanding of how to participate in Aotearoa New Zealand as a diverse, bicultural nation and across the wider Pacific region.'



Big Ideas | Learning Outcomes

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

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



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.
Significant Learning Learners use: <ul style="list-style-type: none">• a processing system to decode and comprehend text. Readers develop expertise in using sources of information and comprehension strategies to make sense of text.• knowledge of text structures and features. Readers develop their knowledge of text features and use this to navigate and understand texts.• vocabulary knowledge. Successful comprehension depends on understanding most of the meanings of the words in the text.	Significant Learning Learners: <ul style="list-style-type: none">• 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.	Significant Learning Learners: <ul style="list-style-type: none">• are clear about their purpose for reading and have appropriate strategies to meet that purpose.• understand and use ideas in texts.• locate and evaluate the ideas and information within and across a range of print and digital texts to meet their purpose.

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



Reading - Learning Outcomes

NCEA Co-requisite Learning Outcomes for Reading

Companion to the Literacy Learning Matrix

What are the NCEA Co-requisite Learning Outcomes for Reading and how can I use them?

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

Unit Standard 32403: Demonstrate understanding of ideas and information in written texts (5 Credits)

What is being assessed

Read to make sense of written text

NCEA Co-requisite Learning Outcomes for Reading

This involves:

- › **Processing information and identifying important ideas within a text.**
Students are able to:
 - decode words in texts and understand their meaning
 - understand the content and ideas. This includes illustrations and visual content, as well as written text.
 - identify main ideas
 - describe who, what, where, when and how
 - make inferences and predctions
 - make accurate generalisations.
- › **Making links within texts using text structures and language features.**
Students are able to:
 - use a range of strategies to navigate texts. For example, using headings and sub-headings, layouts, illustrations, graphics, bullet points, cohesive devices, and other written/visual cues. *(Cohesive devices are words or phrases used to connect ideas from one part of text with another. For example, however, therefore, in conclusion, for example.)*
 - identify language features such as grammar, tense, vocabulary, sentence structures and paragraphing
 - understand why language features and structures have been used.
- › **Identify the meaning of vocabulary essential to understanding the text.**
Students are able to:
 - demonstrate a reading vocabulary that includes some general vocabulary, some academic vocabulary and some specialised vocabulary. *(General Vocabulary consists of high-frequency words that appear regularly in written texts across multiple subjects and everyday language; Academic Vocabulary is a collection of the most frequent words used in academic texts and Specialised Vocabulary are technical words that are associated with a particular subject area)*
 - use language comprehension skills to help make sense of unfamiliar vocabulary and texts. For example, inferring the meaning of unknown vocabulary from the context, understanding words can have multiple meanings depending on the context
 - use their knowledge of language patterns (the way a sentence is constructed) word families (created by a common root word), prefixes and suffixes.

Read written texts with critical awareness

This involves:

- › **Identifying and making links between audience, purpose, and writer point-of-view.**
Students are able to:
 - identify the writer's purpose for writing the text



Learning Outcomes – Reading

- Read 'NCEA Co-requisite Learning Outcomes for Reading'
- To what extent are the knowledge and skills identified in these Learning Outcomes explicitly taught in your teaching and learning programmes?

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



Reading US 32403 v2

Demonstrate understanding of ideas and information in written texts

<https://www.nzqa.govt.nz/nqfdocs/units/pdf/32403.pdf>

Outcomes and performance criteria

Outcome 1

Demonstrate understanding of written texts.

Performance criteria

- 1.1 Process information and identify important ideas.
- 1.2 Make links within texts using text structures and language features.
 - Range may include but is not limited to – layout, headings, illustrations, cohesive devices.
- 1.3 Identify the meaning of vocabulary essential to understanding the text.
 - Range may include but is not limited to – specialised, topic-specific, general, academic.

Outcome 2

Evaluate written texts with critical awareness.

Performance criteria

- 2.1 Identify and make links between audience, purpose, and writer point-of-view.
- 2.2 Evaluate the reliability and credibility of the text and/or the writer.
 - Range may include but is not limited to – bias, stereotypes, missing or contradictory information.

Outcome 3

Process written texts for different purposes.

Performance criteria

- 3.1 Select and evaluate the relevance of texts according to the reader's purpose.
- 3.2 Locate and use information across a range of texts according to the reader's purpose.
 - Range may include but is not limited to – compare, contrast, summarise, link.

Reading

US 32403

8

Definitions

Compare refers to noting the similarities and differences within or between texts.

Continuous text consists of sentences organised into paragraphs and often into larger units (for example, essays, chapters, or books), whereas *non-continuous text* consists of information without such continuous organisation (for example, lists, tables, charts, pānui, graphs, and images supported by a significant element of written information).

Credibility refers to making a judgement about the trustworthiness of an author/source (cf *Reliability*).

Critical awareness refers to the ability to identify who wrote a text, for whom, why and whether it may have purposes that are not immediately apparent.

Evaluate refers to making a judgment – for example, regarding the usefulness of the text for the reader's purpose, or the trustworthiness of author/source and text – and writing a brief statement about the main points.

Language features refers to the use of grammar, tense, vocabulary, sentence structure etc.

Link refers to making associations between ideas within or between text.

Locate refers to finding information in a text.

Process refers to demonstrating an understanding of ideas and information.

Reliability refers to making a judgment about the trustworthiness of a text (cf *Credibility*).

Summarise refers to giving a brief account of the main ideas.

Text structures refers to the organisation of a text, including layout found in different text types (for example, letters, reports, pānui, recounts, narratives).

<https://www.nzqa.govt.nz/nqfdocs/units/pdf/32403.pdf>



Reading US 32403

Assessment Specifications



Assessment Specifications

Literacy 2025

Published in October 2024

General information

Domain:	Core Generic > Work and Study Skills
Standards:	32403, 32405
Assessment method:	Common assessment activity (CAA)
Assessment medium:	Online digital examination, printed paper by exception
Period of assessment:	19–30 May 2025 (first assessment opportunity) OR 1–12 September 2025 (second assessment opportunity)

<https://www2.nzqa.govt.nz/assets/NCEA/LitNum/2025-LN-Assessment-specifications/LITR-LN-spc-2025.pdf>

US 32403: Demonstrate understanding of ideas and information in written texts

- Read a range of texts of different text types and varying lengths.
- Texts will *'relate to a range of experiences related to everyday life e.g. employment opportunities, health and safety situations, media coverage, sports events, school or community events, and important individuals'*.
- May require matching, labelling and multiple-choice responses.



Reading US 32403 – Assessment Specifications

- | | |
|--|---|
| <ul style="list-style-type: none">• Locate facts or information• Select appropriate vocabulary• Describe who, what, when, where, how• Recognise features of language and structure• Identify main ideas• Identify the writer's purpose or point of view• Interpret information from text features• Organise information | <ul style="list-style-type: none">• Distinguish relevant from irrelevant information• Distinguish fact from opinion• Identify bias misinformation omission• Make basic inferences and predictions• Make accurate generalisations• Summarise information• Make a recommendation based on information in the text• Compare or contrast texts |
|--|---|



Reading CAA 32403 – Term 3 2024

1. An article about a young mental health advocate
2. An infographic about sharks
3. Information about aspects of ocean navigation around the world
4. An article about two Kiwis making a difference through repurposing
5. Three texts about concerning messages / scams
6. Three texts about survival and making fire

<https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/litnum/32403/>



Let's give it a go!

- Read the CAA question provided.
- Answer the questions individually.
- Discuss your answers with a partner.
- Identify the learning outcome assessed in each question.
- What challenges might this assessment pose for learners?

<https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/litnum/32403/>

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Literacy 2024

32403 Demonstrate understanding of ideas and information in written texts

Credits: Five

OUTCOMES	
1	Demonstrate understanding of written texts.
2	Evaluate written texts with critical awareness.
3	Process written texts for different purposes.

Question THREE	Answer / Judgement	Outcome		
		1	2	3
(a)	The direction the waves come from.	1.1		
(b)	cloudy	1.3		
(c)	school students.		2.1	
(d)	researchers		2.2	
(e)	Seabirds			3.2
(f)	Skies			3.2

<https://www2.nzqa.govt.nz/ncea/subjects/past-exams-and-exemplars/litnum/32403/>



Reading CAA

Term 3 2024

Q.3

1K	75.25
2K	7.72
Academic	2.38
Off-list	14.65

For independent comprehension 95-98%
of the words in a text need to be known.

<https://www.lexutor.ca/vp/eng/>

<https://textinspector.com/>

<https://www.webfx.com/tools/read-able/>

<https://www.wgtn.ac.nz/lals/resources/academicwordlist>

how did anyone travel anywhere before **google maps**
in the past people **navigated** thousands of **kilometres** across the **oceans** between **islands**
how did they do this here are four ways people **navigated** the **pacific** and around the world before **gps** and **google maps**
skies **astrophysicist** dr **pauline harris** has studied how **traditional polynesian navigators** use **astronomy** to **explore** the **navigators** use a star **compass** to memorise where the bright and **distinctive** stars rise and set **navigators** **steer** their **wakawaka** towards a star on the **horizon** when that star rises too high in the sky or sets beneath the **horizon**
another is chosen seven to number stars are enough for one night **navigation** and bright **planets** such as **venus** and **pareārau jupiter** are also useful
the sun and moon can also help at **daybreak navigators** **check** where the **waka** is in relation to the rising sun in the evening they look to where it will set on a cloudy night the moon may still be **visible** and be a good bearing marker southern cross in the night sky
seabirds **norse** sailors watched **auk** birds if the birds **beaks** were full then they were heading towards home if **empty** they were heading out to sea for food birds that **migrated** from one country to another also helped **navigators** discover new lands **research** by dr **hēmi whaanga** and dr **priscilla wehi** shows that **exploring waka** sometimes followed **migrating** birds such as the **kuaka godwit** towards land **kuaka godwit** in flight
waves when skies are too **overcast** for **navigators** to use the stars **ocean** waves can be a rough **guide** to direction an experienced **navigator** can sense the direction **swells** **swells** are coming from as they pass under the boat if you note the direction from which the **swells** are coming at a time when the stars are **visible** those same **swells** can **guide** you when the stars disappear
in the **pacific** north and south **easterly** winds **push** up **swells** that remain **constant** for long **periods** **navigators** keep their **waka** at the same **angle** to these **swells** sudden changes in **waka motion** shows the **waka** has changed course **ocean** waves **tools** while **compasses** were **invented** and used in **china** number number years ago they have only been used at sea for the last number number years the **arabic** **invention** of the **kamal** made of a **rectangle** of wood and **string** helped sailors work out their position from the distance between the **horizon** and a **target** star a **sextant** is an early **european** and **american** **navigational** **tool** it measures the **angle** between two objects such as the **horizon** and a star or **planet** this **angle** is then used to **calculate** the boat is position on a **nautical** **chart** **navigation** **tools** **sextant** **kamal** and **compass**
definitions
astrophysicist a scientist who uses **physics** and **chemistry** to study the **universe**
nautical relating to sailors **navigation** or ships
swells a group of waves travelling across the **ocean**
waka **canoe** these are also called **vaka** **va'a** **waka** or **wa'a** depending on where in **polynesia** you are

CEFR: B2+
RA:14-15 years

Reading CAA

Term 3 2024

Q.1

1K	81.21
2K	3.31
Academic	5.59
Off-list	10.07

For independent comprehension 95-98%
of the words in a text need to be known.

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

<https://textinspector.com/>

<https://www.webfx.com/tools/read-able/>

whatever i put out there it comes back to me these are the words of **tauranga mental health advocate claire ma** who today was recognised by **ywca** as one of number women under number who are making a difference in new **zealand** at just number **claire** has **designed a community support app** **founded a national mental health organisation** and given **presentations at overseas conferences** but when **claire** first arrived in new **zealand** from **china** five years ago she struggled to fit in i would **worry** about my **pronunciation** of english so sometimes i would choose not to speak i would find myself **isolated** at school and i wondered if there were other people out there who were experiencing the same thing i wanted to feel less **lonely** **claire** said her mum **jane** **encouraged** her to get **involved** in the **community** my **inspiration** came from countless nights staying up until number a studying with my mother right next to me learning english then **claire** discovered number **cups** an **international** service like new **zealand youthline** and became a **volunteer** listener i felt a **connection** with the people i reached out to i felt like i was not by myself it was **incredible** to be able to talk to people who had just landed in totally different cities and **settings** and we had so much in common **claire** said her drive and **passion** **stemmed** from her experience listening to other people struggles i was reaching out to people all across the world it is difficult sometimes to find common ground to **connect** with them closely to get to know their situation better **claire** said i found that the more experience i had the more common ground i had to help others the more i do the more i have to give **during** the **covid** number **pandemic** **claire** **designed** an **app** to **connect shopping volunteers** with **vulnerable** members of the **community** unable to leave their homes for **essentials** two years ago **claire** **founded** the new **zealand chapter** of letters to strangers the largest **global** youth run **non profit** organisation **seeking** to **destigmatise mental** illness letters to strangers lined up with everything i was looking for **claire** said **claire** has been giving to the **community** ever since when **claire** found out there was not a branch in new **zealand** she put her hand up if i can not find one i can start one **claire** said **thanks** to **claire** letters to strangers new **zealand** is now a national **network** of **volunteers** who write **anonymous heartfelt** letters that **aim** to share their **vulnerabilities** and offer support for those who are fighting through difficult times **despite** her **accomplishments** **claire** was not expecting to be named one of **ywca** **ynumber selection** for number it is **incredible** **claire** said

CEFR: B2

RA: 14-15 years



Reading CAA

Term 3 2024

Q.2

1K	73.09
2K	5.2
Academic	3.36
Off-list	18.35

For independent comprehension 95-98%
of the words in a text need to be known.

<https://www.lex tutor.ca/vp/eng/>
<https://textinspector.com/>
<https://www.webfx.com/tools/read-able/>

sharks fearsome or misunderstood are sharks really the man eating monsters we make them out to be or are they simply misunderstood who is the world top predator there is an average of five fatal shark attacks per year it is estimated that humans kill at least number million sharks per year that is number number per hour key five million sharks other animals are more dangerous than sharks diseases spread by mosquitoes result in number number deaths per year stop being afraid of sharks and start being afraid for them sharks grow and mature slowly they give birth to few young making them extremely vulnerable to over fishing decline in shark population over the last number years number at this rate sharks will be extinct within another number years sharks are different and diverse creatures sharks range in size from smaller than your hand to the size of a bus sharks evolved number million years ago before trees or dinosaurs the greenland shark is the longest living vertebrate animal living perhaps as long as number years sharks have a sixth sense they can detect electric fields emitted by other animals in surrounding water lantern sharks are not only the smallest sharks but actually glow due to their bioluminescent organs that help light up their sides fins and bellies the epaulette shark uses its fins and its ability to survive without oxygen for prolonged periods to walk on land how can you help when fishing carefully release any unwanted sharks and rays do not trash our oceans do not discard plastics nylon fishing line or other types of rubbish at sea like whales large filter feeding sharks and rays can accidentally ingest these and all species suffer from entanglement in marine debris avoid shark products beauty products may contain squalene made from oils from sharks livers by boycotting shark products you will reduce market demand causing companies to stop killing sharks to make these products main sources

CEFR: B2+
RA: 13-14 years

Reading CAA

Term 3 2024

Q.4

1K	73.12
2K	5.09
Academic	3.46
Off-list	18.33

For independent comprehension 95-98%
of the words in a text need to be known.

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

<https://textinspector.com/>

<https://www.webfx.com/tools/read-able/>

repurposing is good for our planet repurposing finds new uses for unwanted items it keeps waste out of our landfills and reduces greenhouse gas emissions here are four new zealanders making a difference through repurposing
saia latu the trow group
saia latu business makes construction more environmentally friendly and sustainable the trow group is one of new zealand largest deconstruction companies deconstruction is where buildings are taken apart carefully so their materials can be reused
saia latu business repurposes over number of the materials they salvage they have repurposed thousands of tonnes of materials including over number tonnes from five major auckland council projects
these materials have been used to build schools houses community centres and churches across new zealand and the pacific
saia says the key to his success is mixing an eye for an opportunity with a desire to help others my business philosophy is do good for others do not be a businessperson be a good person with a business he says
terrena griffiths chip packet project new zealand
terrena griffiths set up the chip packet project new zealand in number volunteers iron chip packets together turning them into blankets for those in need chip packets take around number years to decompose in a landfill terrena says it takes number family size chip bags to make one blanket and a blanket will last for number years the lightweight blankets are quick drying and the silver side of the packets reflects body heat which keeps you warm more than number blankets have been given out so far nothing goes to waste as leftover pieces are used to stuff pillows
georgia latu tiki poi
georgia latu started tiki poi when she was only number years old she earned number number in just three days selling her poi when she was fundraising for a trip
georgia explains that she gets many of the materials from op shops this means that her poi are made with as many second hand materials as she can get
we also take the thousands of pillows from university halls of residence that would normally go into landfill and give them new life as poi
an important value for tiki poi is that they employ people with a wide range of abilities all number staff are paid a living wage
levente scott upcycled plastics
levente scott built a recycling plant in his parents garage as a school project he recycles number milk bottles a week into plastic sheets it takes number milk bottles to make one sheet the plastic sheets are then made into plastic letters and numbers which are sold as learning resources and letterbox numbers
he also sells the sheets to other businesses which make everything from pens to jewellery out of them levente is keen to grow his business upcycled plastics i think there is a really big future in recycling and technology in general and i want to be a part of it

CEFR: B1

RA: 14 -15 years

Reading CAA Term 3 2024

Q.5

1K	67.45
2K	7.66
Academic	7.22
Off-list	17.67

For independent comprehension 95-98%
of the words in a text need to be known.

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

<https://textinspector.com/>

<https://www.webfx.com/tools/read-able/>

ari received the following four messages text a as she thought the messages were suspicious she decided to do some research texts and text a

message one your bnz password was successfully reset at number if you were not expecting this sms and are not resetting your password call us immediately on number or number from overseas charges apply

message two your package cannot be delivered on august number please go to www support nzpost com today to arrange for re delivery or to pick it up from a parcel location

message three nz post here we expect to deliver your parcel from parcelport between number pm number pm today track parcel nzp st rxnxbereokm cs apply nzp st number data rates may apply

message four bnz we have detected an unusual payment attempt on your card if this was not you visit bnzsecure co nz

text bank of new zealand website

how scams work

scammers use tools to lower your defences build trust and create urgency to act quickly or irrationally to gain access to your personal and financial information

phishing

scammers pretend to be a person or company to get you to give them personal details like your bnz internet banking username password or account number this is commonly known as phishing

fake websites

scammers usually want you to click a link and enter your details on a fake website that looks almost identical to the real one you can spot a non bnz website by checking the link address url in the browser bar if the link address does not end in bnz co nz it is not the official bnz website

malware

fake websites are often infected with malicious software commonly referred to as malware or viruses which may capture your personal information without you knowing

how to spot a scam

generic greetings and sign offs

phishing emails or texts might not be addressed specifically to you instead they might start or end with a generic greeting such as dear sir or madam or the team

creates a sense of urgency

scammers want you to act quickly without thinking emails or texts will often ask you to click on a link or send account information immediately

random invoices or offers

some phishers may send you an invoice and ask for payment for a service you have not requested or it will offer you something too good to be true

requests personal information

bnz will never ask for your ird number bank account number or pin by email or text never provide this information in response

suspicious links and attachments

hover over links and attachments to see the website address url if the address that you see does not match the place it is saying it will take you to it is likely a phishing attempt

unexpected contact

you are contacted out of the blue by someone you do not know or the message seems out of character for someone you do know

questions

call bnz on number or number

text new zealand post website

scams made to look like they are coming from new zealand post may come in a text message email phone call or letter the aim is to gain access to your personal or financial information or exploit you for financial gain

new zealand post will never

ask for any of your personal information by email or text including usernames financial information including password credit card details or account information

send you an email from a domain other than nzpost co nz

send you a text message from a phone number outside of new zealand

use a messaging app like whatsapp to communicate with our customers

hints that it is a scam

the email address is wrong communication from new zealand post will always end in nzpost co nz

the website link is wrong new zealand post will always link to nzpost co nz or http nzp st st which is the short link we often use to link to our website

the text message is sent from an overseas phone number

CEFR: B2

RA: 13-14 years

Reading CAA

Term 3 2024

Q.6

1K	73.49
2K	8.43
Academic	2.81
Off-list	15.26

text a extract from hatchet by gary paulsen
sparks flew as brian struck his hatchet against the black rock but the tiny bits of hot stone or metal he could not tell which they were just sputtered and died
he sighed in exasperation looking at the pitiful clump of grass and twigs he needed something finer to catch the bits of fire
he attached the hatchet to his belt and exited the shelter limping on his sore leg there had to be something had to be there
had been fire for thousands of years there had to be a way he searched his pockets and found the twenty dollar bill in his wallet worthless paper out here but if he could get a fire going
he ripped the twenty into tiny pieces and hit sparks into them nothing happened they just would not take the sparks but there had to be a way some way to do it
shivering he examined the nearby trees their bark resembled speckled paper brian plucked loose bark rolling it in his fingers it seemed flammable he twisted bits off the trees picking and gathering until he had a large wad
he hurried into the shelter and arranged the bark at the black rock base then as an afterthought threw in the remains of the twenty dollar bill he struck and a stream of sparks fell into the bark most quickly died but one spark landed on a small tendril of bark and seemed to glow a bit brighter before expiring
text excerpt from an interview with gary paulsen
hatchet is by the american author gary paulsen who has written more than number books for teenagers and won an american library association award
in guts the true stories behind hatchet and the brian books paulsen discusses how he survived between the ages of number and number he worked several jobs at a bowling alley delivering newspapers and as a farmhand i taught myself hunting and trapping by disappearing into the woods when things got bad at home it was trial and error baptism by fire i made more mistakes than i had successes but i realised that things made sense in the woods
text extract from wikihow make fire without matches or a lighter
to survive in the woods learning how to start a fire is essential fire offers light warmth and a place to cook and sterilise tools in an emergency however matches and lighters can be fickle and easy to lose or get wet here are some ways to start a fire without matches
number create friction by rubbing a stick against dry wood to ignite a spark
number rub both prongs of a number volt battery against a piece of steel wool to create friction and ignite a spark
number focus a strong beam of sunlight through eyeglasses binoculars and or a resealable bag filled with water and point the beam at dry tinder or kindling to spark a fire

For independent comprehension 95-98%
of the words in a text need to be known.

CEFR: B2+
RA: 12-13 years

<https://www.lex tutor.ca/vp/eng/>
<https://textinspector.com/>
<https://www.webfx.com/tools/read-able/>



NCEA Literacy Reading readiness



'Being ready for assessment means that ākonga are demonstrating skill at the level appropriate to be assessed. Knowing when ākonga are ready for the assessment will provide them with the best opportunity to be successful and have a positive assessment experience.'

The literacy and numeracy standards are aligned to upper level 4 and lower level 5 of the English and Mathematics and Statistics learning areas of the New Zealand Curriculum (NZC).

<https://ncea.education.govt.nz/determining-%C4%81konga-readiness>



Are your learners ready?

Kaiako observations and conversations with ākonga
e-asTTle

Progressive Achievement Tests (PATs)

English Language Learning Progressions (ELLP)

Literacy and Numeracy for Adults Assessment Tool (LNAAT) – aligned
to the Adult Literacy and Numeracy Learning Progressions

Pathways Awarua

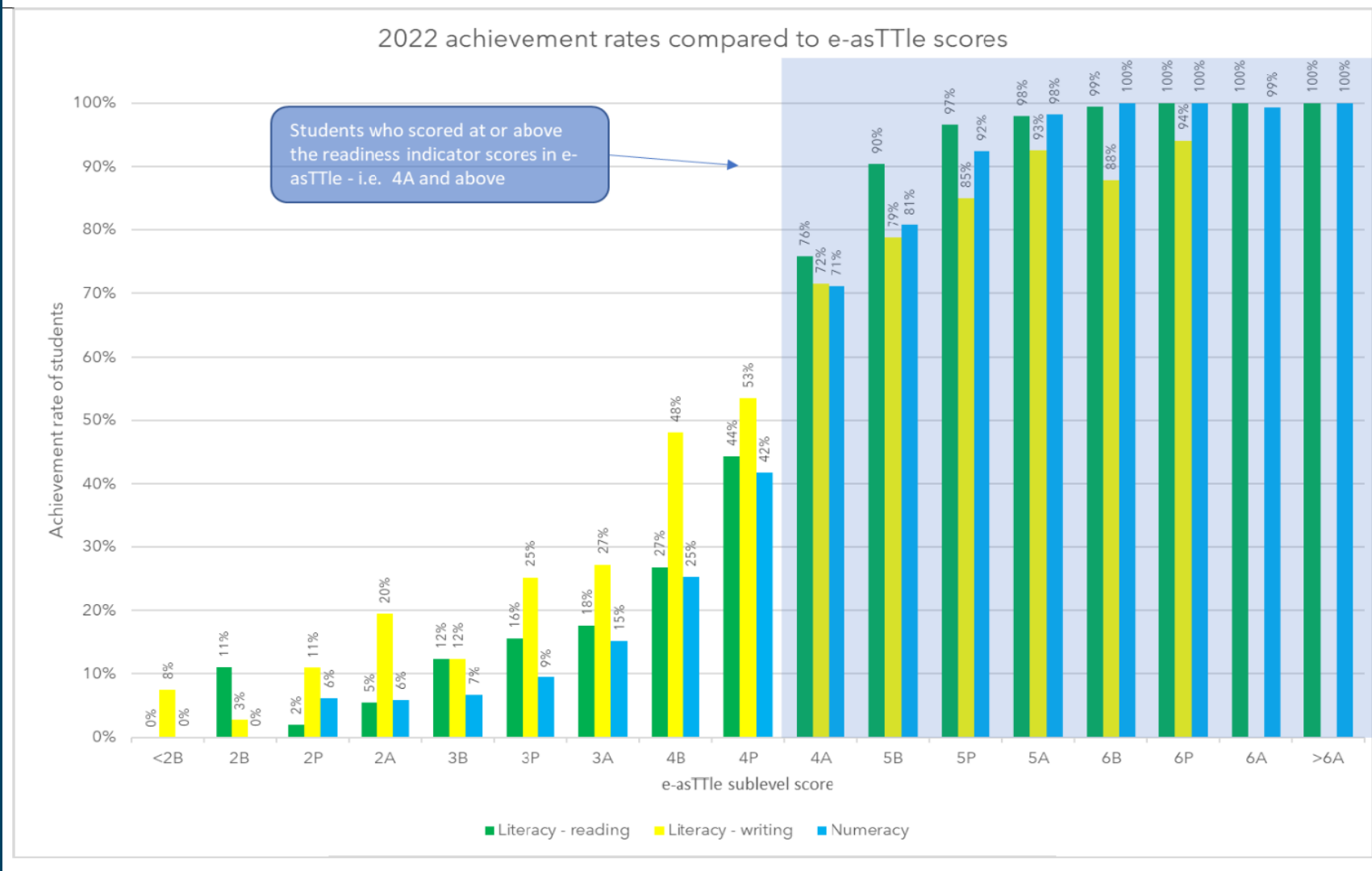
LPFs and PaCT scores

<https://ncea.education.govt.nz/determining-%C4%81konga-readiness>



e-asTTle and readiness

Chart 14: Secondary student achievement for Literacy and Numeracy standards compared to e-asTTle scores - overall results 2022



<https://ncea.education.govt.nz/NCEA-corequisite-standards-Pilots>

What the 2022 evaluation told us

- 4A appears to be a tipping point – less than 50% chance of success if not at 4A
- Low chances if not at level 4 (only about 25%)
- Almost certain to achieve if at level 6 – not quite in writing (88%)
- Approximately 80% chance of achieving CAA if in Level 5 for e-asTTle



Connections between e-asTTle and the Reading CAA

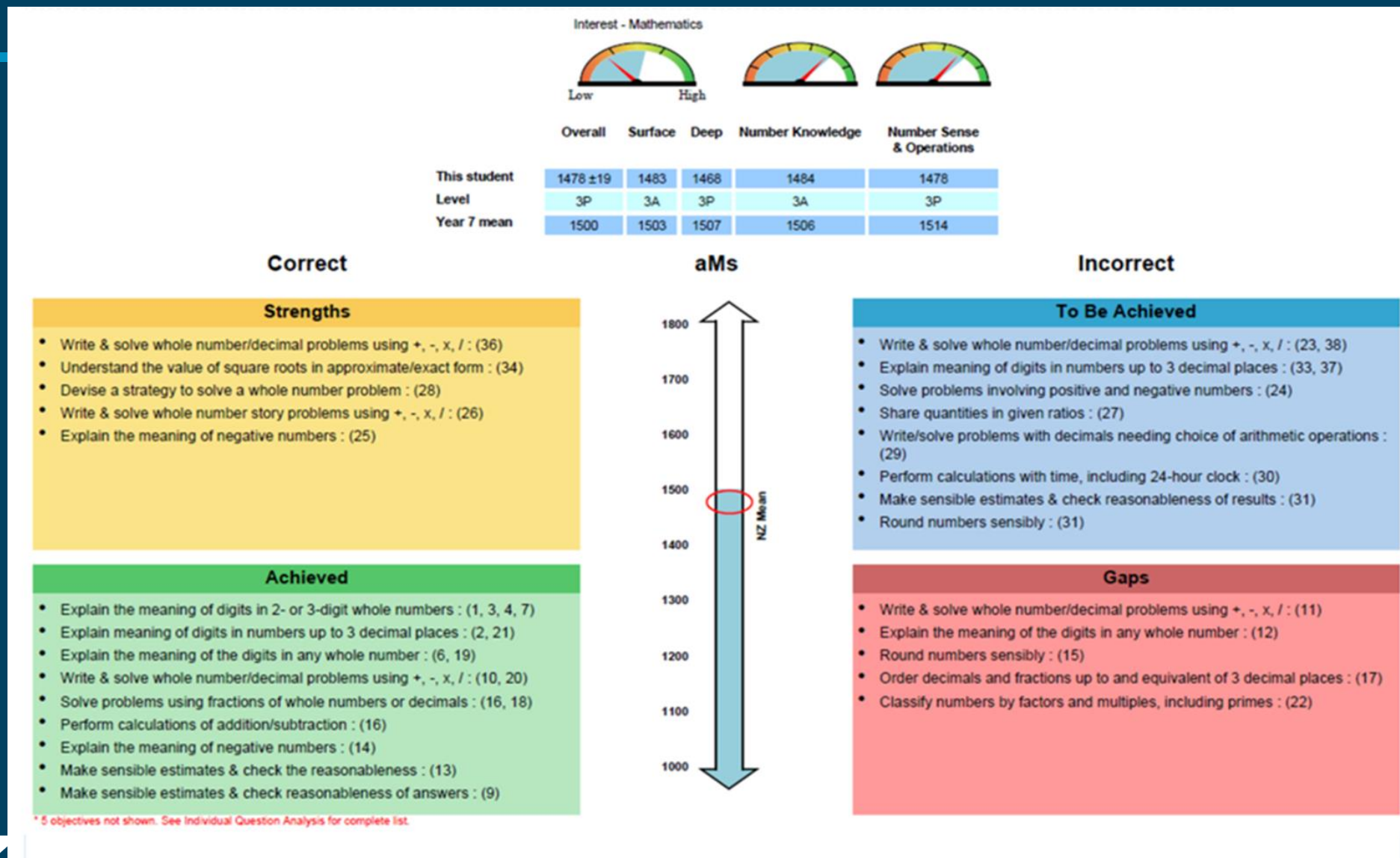
Assessment Specifications 2025	Processes and Strategies	Purposes and Audiences	Ideas	Language Features	Structure
locate facts or information					
distinguish relevant from irrelevant information					
select appropriate vocabulary					
identify bias / misinformation / omission					
describe who, what, when, where, how					
make basic inferences and predictions					
recognise features of language and structure					
make accurate generalisations					
identify main ideas					
organise information					
identify the writer's purpose or point of view					
summarise information					
interpret information from text features					
make a recommendation based on information in the text					
distinguish fact from opinion					
compare or contrast texts					

Reading Learning Outcomes and e-asTTle objectives

Big Idea 1: Learners make sense of written texts.	Big Idea 2: Learners read critically.	Big Idea 3: Learners read for different purposes.
<p>Example e-asTTle objectives that relate to the big idea</p> <ul style="list-style-type: none">• Knowledge of semantic, syntactic and visual grapho-phonetic clues• Find, select and retrieve information• Skim / scan for information• Recognise connections between visual and verbal information• Knowledge of strategies to solve unknown words and gain meaning• Identify structural features and characteristics of text• Understand discourse / language differences within / between texts• Knowledge of vocabulary• Identify language features in contemporary texts• Understand the effects of language features in contemporary texts	<p>Example e-asTTle objectives that relate to the big ideas</p> <ul style="list-style-type: none">• Develop the ability to think critically about text• Understand and interpret author's purpose and intent• Explore and evaluate author's purpose and question intent• Use prior knowledge to evaluate the accuracy of a text• Read critically for: bias, stereotyping and propaganda• Evaluate the effects and techniques of bias, stereotyping and propaganda	<p>Example e-asTTle objectives that relate to the big idea</p> <ul style="list-style-type: none">• Consistently read for meaning• Identify and understand main ideas• Understand detail to support main ideas• Understand and interpret information accurately• Understand meanings or ideas in contemporary texts• Make links between aspects of texts• Identify, understand and interpret intertextuality in texts (the relationship between texts)



Example: e-asTTle Individual Learning Pathway report



Example of student self-monitoring for reading

						Next steps... I need to focus on...	
e-asTTle grade	5A						
	5P					1. Skimming and scanning for information	1. Punctuation
	5B				4	2. Inferring information	2. Understand author's purpose and intent
	4A			3		3. Consistently read for meaning	3. Use grammatically correct structures
	4P		2			4. Evaluating author's purpose	4. Identify and discuss purpose of text
	4B						
	3A	1					
	3P						
	3B						
	2A						
	2P						
	2B						
	1A						
	1P						
	1B						
		T1 year 9	T3 year 9	T1 year 10	T2 year 10		
		Time of assessment					

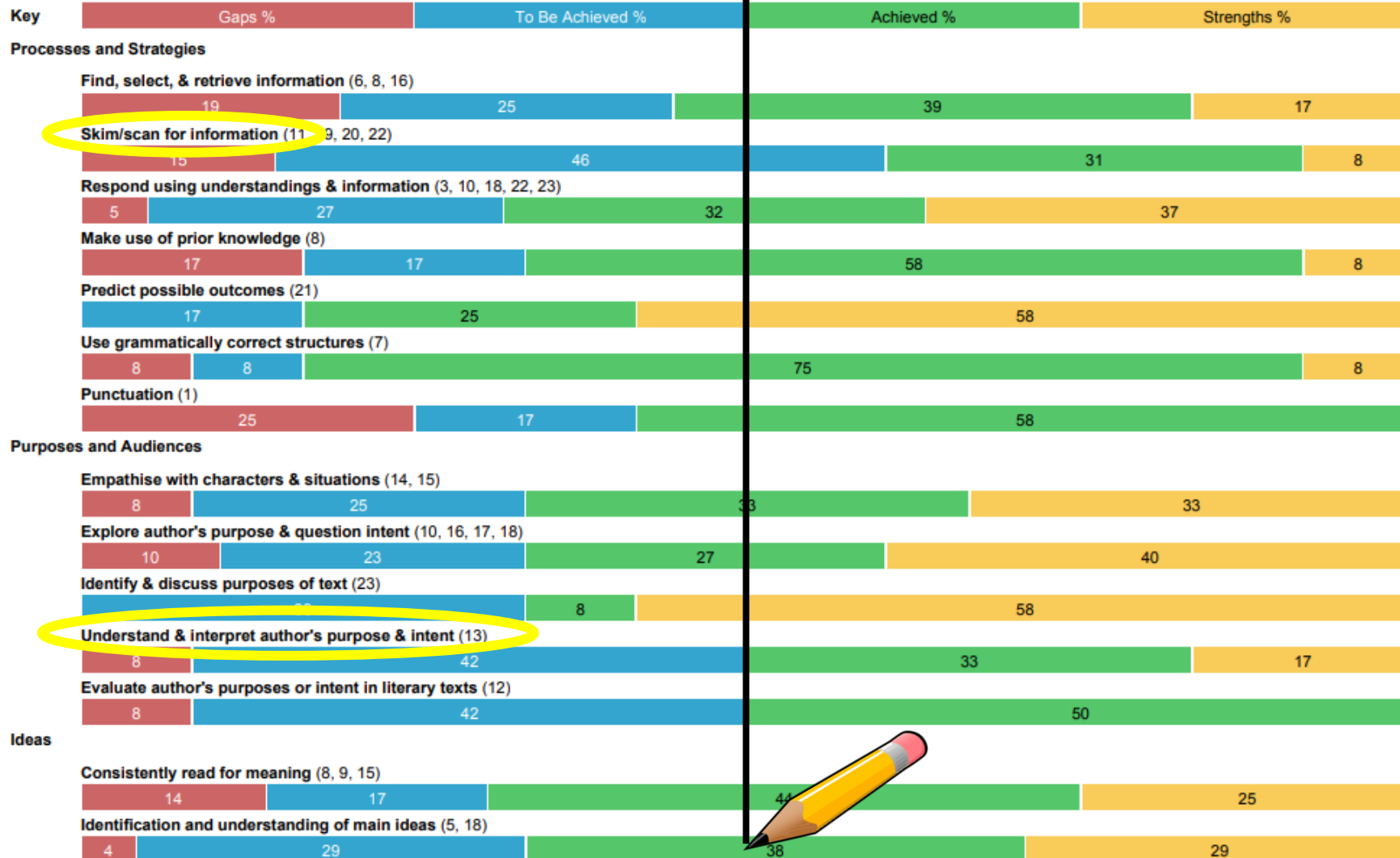
Example: Using e-asTTle to inform teaching and learning

Group Learning Pathways Report for Test: CrDataPSPAIdL4

Group: All Test Candidates

Date Tested: 14 February 2024

Group Size: 13



Other aspects of readiness

- Affective factors e.g. confidence, stamina, self-efficacy
- Whānau support
- Digital skills e.g. familiarity with the Assessment Master platform
- CAA practice opportunities
- Test-taking strategies e.g. answering multiple-choice questions



Exploring MOE literacy resources



Effective Practices that support NCEA Literacy

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

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



Literacy Pedagogy Guides

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



Agricultural and Horticultural Science

Supporting Literacy in Agricultural and Horticultural Science

[DOWNLOAD](#) PDF | 450KB



Drama

Supporting Literacy in Drama

[DOWNLOAD](#) PDF | 426KB



The Economic World

Supporting Literacy in the Economic World

[DOWNLOAD](#) PDF | 339KB



Health & Physical Education

Supporting Literacy in Health and Physical Education

[DOWNLOAD](#) PDF | 571KB



Science

Supporting Literacy in Science

[DOWNLOAD](#) PDF | 631KB



Social Studies

Supporting Literacy in Social Studies

[DOWNLOAD](#) PDF | 332KB



Technology (MPT)

Supporting Literacy in Materials and Processing Technologies

[DOWNLOAD](#) PDF | 393KB



Visual Arts

Supporting Literacy in Visual Arts

[DOWNLOAD](#) PDF | 291KB

Literacy Pedagogy Guides



Supporting NCEA Literacy in Science

Language is an integral part of science, and offers authentic and diverse contexts to explore language and literacy.

As Pearson, Moje and Greenleaf explain, ākonga "fine-tune their literacy tools not only when they read and write science texts but also when they engage in science investigations precisely because so many of the sense-making tools of science are consistent with, if not identical to, those of literacy" (2010, p.460).

The 2007 New Zealand Curriculum specifically acknowledges the importance of literacy in the key competencies related to language, symbol and text. Through Science, ākonga can learn to:

- » develop knowledge of the vocabulary, numeric and symbol systems, and conventions of science such as graphs, significant figures, formulae, units, and diagrams.
- » use appropriate ways to communicate their own science ideas and understanding of evidence.

There are also key competencies in relating to others and participating and contributing which have a focus on literacy. Through Science, ākonga can learn to:

- » define the problem or issue to be investigated and establish what knowledge they already bring and what new knowledge they may need to gain
- » debate evidence and justify points of view using a scientific perspective.

In line with the key competencies, there are the five Science capabilities which are reliant on sound literacy knowledge and skills. These are:

- » Gather and interpret data

- » Use evidence
- » Critique evidence
- » Interpret representations - including models, graphs, charts, diagrams and written texts.
- » Engage with science in "real life" contexts.

The NCEA Literacy standards are composed of a reading and writing strand, each of which have their own Big Ideas. These are unpacked by the Significant Learning statements, which have a connection with the key competencies and capabilities identified above. They share, for example, the view that ākonga need to become critical readers, with the ability to identify and understand a writer's point of view and to evaluate evidence presented. They also share the view that ākonga need to write with a clear structure - and in a way that meets the conventions of a text type.

The Literacy Pedagogy Guide (LPG) for Science takes the Big Ideas and Significant Learning and poses two questions:

- » What can literacy look like in Science?
- » What can I do as a kaiako of Science?

The LPG is not exhaustive, but illustrative of small, but effective steps that any kaiako of Science can select, trial and ultimately embed in their teaching practice.

Science Literacy Pedagogy Guide

Reading

	Significant Learning	What can this look like in Science?	What can I do as a kaiako of Science?
Big Idea 1: Ākonga make sense of written texts.	<p>Ākonga use:</p> <ul style="list-style-type: none"> » a processing system to decode and comprehend text. Readers develop expertise in using sources of information and comprehension strategies to make sense of text. » knowledge of text structures and features. Readers develop their knowledge of text features and use this to navigate and understand texts. » vocabulary knowledge. Successful comprehension depends on understanding most of the meanings of the words in the text. 	<p>Sources of information include written texts, visual texts (such as diagrams, graphs, videos), and texts that are multimodal or infographic where the written and visual are combined.</p> <p>Science texts often incorporate other modes of communication including symbols and mathematical notations.</p> <p>Readers need to build knowledge of how common text types in Science are structured. These include but are not limited to:</p> <ul style="list-style-type: none"> » procedural recounts » process » explanation » argument or persuasive text, and specific text forms such as lab reports <p>Information needs to be synthesised across sources. Subheadings are important signposts of content.</p> <p>Understanding vocabulary means ākonga need to distinguish between everyday meanings and scientific (technical) meanings of words e.g. "culture" means growing of live material.</p> <p>There are three tiers of vocabulary to focus on:</p> <ul style="list-style-type: none"> » Everyday words which ākonga must have a knowledge of. These make up the majority of texts. » Words that appear or are useful across all curriculum areas. (See the Academic Word List). » Discipline-specific vocabulary (or technical words) which are less frequent, though essential to a topic within a curriculum area. 	<ul style="list-style-type: none"> » Unpack infographics with ākonga, analyse their purpose and evaluate their effectiveness. See: Understanding infographics – Science Learning Hub and Using infographics – Science Learning Hub. » Model how to skim a text quickly to get an idea of what it is about using questions such as: <ul style="list-style-type: none"> » What is this text about? » What does the heading say? » What do the diagrams show? » Model how to scan the text to locate specific information. Support ākonga to scan by providing questions as cues and analysing subheadings. » Share and analyse exemplars of common text types with ākonga e.g. elements of an argument include a statement of the main idea (or hypothesis), claims to elaborate on the main idea, and evidence to support the claims. » Use graphic organisers (a framework of the structure and content) to support ākonga to predict text structure and content, to make notes, to summarise information, and as a guide to writing a text, e.g. Main Idea/Supporting Ideas. » Use concept frames to develop understanding of the technical meaning of a word. These can also be used to contrast the everyday and technical meanings of a word by doing a concept frame for each. » To support ākonga to build their vocabulary, they can: <ul style="list-style-type: none"> » circle the words they don't know » underline the words they have some understanding of » predict/identify which words are necessary for the topic » predict/identify which words are useful for this and all subjects » Share the Academic Word List (AWL) in the form of Sublists of the Academic Word List. » Co-construct lists of topic specific vocabulary with ākonga, and revisit often. » Support ākonga to identify prefixes and suffixes and build knowledge of their meanings.

Curated Resource Bank

NCEA Literacy and Numeracy resources for kaiako

[RESOURCES](#)[CASE STUDIES](#)[LITERACY PLANNING RESOURCES](#)[NUMERACY PLANNING RESOURCES](#)[CURATED RESOURCE BANK](#)

[NCEA Literacy Resource Bank](#)

<https://tinyurl.com/33rd7rwt>

Guidance for Learner Facing Resources

These resource banks are curated lists of kaiako reading, professional development and lesson resources to support the teaching and learning of NCEA Literacy and Numeracy. All lesson resources include guidance on how each resource can be used. Lesson resources are presented as skill specific.



NCEA Literacy Resource Bank

Supporting the teaching and learning of NCEA Literacy

[DOWNLOAD](#)[PDF](#) | 147KB

NCEA Numeracy Resource Bank

Supporting the teaching and learning of NCEA Numeracy

[DOWNLOAD](#)[PDF](#) | 146KB

LESSON RESOURCES

Building an understanding of literacy and literacy skills in all learning areas

Understanding what I am reading

RESOURCE	ABOUT THIS RESOURCE	THIS RESOURCE SUPPORTS:	SOURCE
Jigsaw Activity	This is a collaborative strategy to help ākonga break down large texts and support each other's understanding. The activity will require pre-planning and organisation of groups and text.	<ul style="list-style-type: none">› Learners to make sense of written texts› Learners to read for different purposes	Adlit (USA) and TKI (NZ)
SEED Discussion	This resource is a graphic organiser that allows ākonga to organise their thoughts as a new concept is introduced.	<ul style="list-style-type: none">› Learners to make sense of written texts	ReadWriteThink (USA)
Power Notes	This resource supports ākonga to select and organise key information from a text, particularly non-fiction texts.	<ul style="list-style-type: none">› Learners to make sense of written texts› Learners to read for different purposes	Adlit (USA)

Vocabulary and word choice

RESOURCE	ABOUT THIS RESOURCE	THIS RESOURCE SUPPORTS:	SOURCE
Vocabulary Frames	This is a resource that will support students' learning and revision of key vocabulary and concepts.	<ul style="list-style-type: none">› Learners to make sense of written texts.	The Learning Accelerator (USA)
The Frayer Model	The Frayer Model is a graphic organiser that supports ākonga to define target words or concepts.	<ul style="list-style-type: none">› Learners to make sense of written texts	Adlit (USA)

<https://ncea.education.govt.nz/literacy-numeracy-curated-resource-bank>



Unpacking Co-requisite Outcomes: Reading Outcome 1

Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts

All Outcomes [View as a PDF](#)

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Read to make sense of the written text.				✓	
Read the written text with critical awareness.			✓		
Read different written texts for different purposes.			✓		

Result: Not achieved

Reading Outcome 1: Read to make sense of the written text.

This means that learners:

- use both skills (automatic processes) and strategies (deliberately selected processes) to understand text.
- decode the words in the texts they read and understand their meaning.
- use a range of strategies to work out the meaning of the texts they read.
- draw on their knowledge of how texts are structured to help them make meaning (for example, they scan through headings in a report to find the section that is of most interest to them).
- understand that different texts have different structures, and that these impact on the way a reader engages with a text.
- use their knowledge of sentence structures, and of the way ideas are linked in texts, to make sense of the overall text.
- use strategies to work out the meanings of unfamiliar words.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Reading](#)

Examples of teaching strategies to support learning for Reading Outcome 1:

- Practice identifying main ideas in texts.
 - [Assessment Resource Banks \(nzcer.org.nz\)](#)
 - [Literacy on Pathways Awarua](#)
 - [Colour Codes](#)
- Explicitly teach a range of strategies to navigate texts. For example, using headings and sub-headings, layouts, illustrations, graphics, bullet points, cohesive devices, and other written/visual cues.
 - [How to investigate structure in non-fiction texts](#)
 - [Keyword Trees](#)
- Explicitly teach strategies to use when with unfamiliar words e.g. Word families, prefixes and suffixes.
 - [How to Use the Frayer Model in Your Classroom](#)
 - [FrayerModel.pdf \(adlit.org\)](#)
 - [Decoding New Words](#)
- Explicitly teach language features such as grammar, tense, vocabulary, sentence structures and paragraphing.
 - [Before and After Vocab Grid](#)
 - [Cloze Deletion](#)
 - [Vocab Jumble](#)
 - [TEEL-Paragraph-Writing-Guide](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Unpacking Co-requisite Outcomes: Reading Outcome 2

Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts

All Outcomes [View as a PDF](#)

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Read to make sense of the written text.				✓	
Read the written text with critical awareness.			✓		
Read different written texts for different purposes.			✓		

Result: Not achieved

Reading Outcome 2: Read the written text with critical awareness.

This means that learners:

- understand that writers of texts are influenced by their culture, values, beliefs, and sense of identity.
- use the above understanding to identify a writer's point of view, their purpose for writing, and the language techniques the writer has used.
- begin to reflect critically on the explicit and implicit messages in the text, as well as how they have been presented by the writer to the audience.
- think about the background knowledge and experiences of the writer of the text when they assess the credibility of informational texts.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Reading](#)

Examples of teaching strategies to support learning for Reading Outcome 2:

- Practice identifying the writer's purpose for writing texts. For example, was the text written to instruct, inform, explain, narrate, describe, persuade or influence action/ behaviour/thinking.
 - [Comparing Texts](#)
- Explicitly teach a writer's culture, values, beliefs and look for ways this is reflected in the text.
- Explicitly teach implicit and explicit messaging in texts.
 - [Reading Behind the Lines](#)
- Practice identifying fact from opinion, bias, stereotyping, misleading and inaccurate information.
 - [Fact or Opinion](#)
- Explicitly teach determining relevance, reliability and trustworthiness of information.
 - [Trash or Treasure](#)

For more literacy strategies search: [Literacy Resource Bank](#)

Unpacking Co-requisite Outcomes: Reading Outcome 3

Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts

All Outcomes [View as a PDF](#)

Outcome	No Evidence	Minimal Evidence	Weak Evidence	Sufficient Evidence	Strong Evidence
Read to make sense of the written text.				✓	
Read the written text with critical awareness.			✓		
Read different written texts for different purposes.			✓		

Result: Not achieved

Reading Outcome 3: Read different written texts for different purposes.

This means that learners:

- select texts that meet their purpose for reading.
- identify main ideas and information relevant to their purpose for reading, both within and across texts.
- know that their purpose for reading, and their background knowledge and prior experiences, will impact on the strategies they use for reading (which may include skimming, in-depth reading, and re-reading).
- choose appropriate strategies for reading depending on their purpose for reading.
- choose appropriate strategies for reading depending on their background knowledge/prior experiences.

Taken from: [Unpacking Literacy](#)

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)
- [Literacy Learning Matrix](#)
- [NCEA Co-Requisite Learning Outcomes for Reading](#)



Examples of teaching strategies to support learning for Reading Outcome 3:

- Practice using appropriate strategies for reading. For example, skimming a text for general meaning, scanning to locate keywords or information, close reading for understanding of detail.
 - [Skimming and Scanning \(iki.org.nz\)](#)
 - [Text Completion](#)
 - [KWL\(H\) Grid](#)
- Explicitly teach how to select and evaluate if a text matches the purpose for reading.
 - [Comment Codes](#)
 - [Colour Codes](#)
- Explicitly teach how to use information from a range of sources. For example, organising, comparing, contrasting, summarising and linking information.
 - [Main Idea Sorting](#)
 - [Mind Mapping](#)
 - [Graphic Organisers](#)
- Practice making recommendations and generalisations based on information in a text.
 - [Jigsaw Reading](#)

For more literacy strategies search: [Literacy Resource Bank](#)

NCEA Literacy and Numeracy Resources for Kaiako

Reading Strategies

Reading Behind the Lines

Reading: US 32403 Demonstrate understanding of ideas and information in written texts

This activity supports learners to achieve Reading Outcome 2: Learners read the written text with critical awareness.

Significant Learning: Learners develop a critical awareness that enables them to consider who wrote a text, for who, why and whether it may have purposes that are not immediately apparent.	Purpose: This teaches ākonga values and beliefs of the author affect the messages that are communicated.
Application: At any time during a programme of teaching and learning.	Source: Effective Literacy Strategies in Years 9-13 p107





























Instructions:
 1. Develop four sets of questions that will help ākonga to think critically. For example:

Questions to promote critical thinking include:

- (a) Power relation questions
 - Acceptance (Should we accept that...)
 - Benefit (Who would benefit if...)
- (b) Values and beliefs questions
 - What are the author's values and beliefs?
 - What kind of life would you have if you accepted these values and beliefs?
- (c) Identity questions
 - What is the role of each person or institution in the text?
 - Whose voices are not heard in the text?
 - Whose interests are being served in the text?
- (d) Knowledge questions
 - Is there support for what the author is saying?
 - Why did the author write the text?

(Adapted from Whitehead, 2001, pages 84-90)

2. Model by showing ākonga how to use the questions to read behind the lines of a text. Ask ākonga to apply the same questions to a different text that is similar in form and content. Ākonga discuss, decide on an answer and justify their decisions to the class.

-  Before and After Vocab Grid
-  Cloze Deletion
-  Colour Codes
-  Comparing Texts
-  Decoding New Words
-  Graphic Organisers
-  Jigsaw Reading
-  KWL(H) Grid
-  Mind Mapping
-  Pair Definitions
-  Reading Behind the Lines
-  Text Completion
-  Trash or Treasure
-  Vocab Jumble
-  Call my bluff
-  Clustering
-  Comment Codes
-  Concept Circles
-  Fact or Opinion
-  Jeopardy
-  Keyword Trees
-  Main Idea Sorting
-  Mix and Match
-  Predicting and Defining
-  Skimming and Scanning
-  Three-level Thinking Guide
-  Treasure Hunt
-  Vocabulary Frames

NCEA Literacy and Numeracy Resources for Kaiako

Other literacy reading resources

[Effective Literacy Strategies in Years 9 to 13](#)

[Secondary Literacy: A Teacher's Handbook](#)

[AdLit: All about Adolescent Literacy](#)

[ESOL Teaching Strategies](#)

[Secondary Literacy Online](#)



Patai?



Thank you for your participation in our
workshop today.



Karakia whakamutunga

Tēnei rā te whakairi ake i te kete o te wānanga,
Tōna mauri nō runga, nō Rangi, nō raro, nō Papa,
Tēnei te mauri o te mātauranga ka whakatakina ake,
Kia wātea ai ēnei pūkenga,
Hui e, tāiki e!

*May we close these discussions of learning,
Whose essence is derived from both divine and earthly sources,
The life force of knowledge is reaffirmed
to allow this gathering to finish,
Forever bound!*

