

Using writing to think and organise for learning

(Facilitator resource)

Students use their reading and writing to organise their ideas and information for different learning purposes. They develop their ability to use their writing to clarify and develop their ideas as well as to reflect on their learning. They develop their expertise in selecting, noting down and organising ideas and information, using appropriate formats. They collate, analyse and classify the content they need for a variety of curriculum tasks.

Set 1

The students draw or use simple teacher-provided templates to help them record and/or organise their ideas.

Set 2

The students use more structured drawings, diagrams or sketches, along with simple teacher-provided frameworks, to identify and record ideas, drawn from texts or experiences, to support different learning activities. The students can add new ideas to their plan or sketch over several days in order to extend and clarify their writing purpose.

Set 3

The students are supported by the teacher to use simple literacy processes, strategies and/or frameworks to record ideas from text or lived experiences, to support different learning purposes.

The students generate questions before, during and after specific learning tasks, record and organise ideas and information, and evaluate specific information in terms of its relevance to their learning purpose.

Set 4

The students use a widening range of scaffolded literacy processes, strategies and frameworks to clarify their thinking and/or to support specific learning purposes. They generate and refine questions to guide their research, and use frameworks, including visual representations, to record, organise and integrate ideas and information relevant to their learning task. The students make notes by synthesising key ideas and information from different media.

Set 5

The students independently apply appropriate literacy processes, strategies and frameworks to clarify their thinking and/or to support specific learning purposes.

The students articulate what they know and what they want to find out in relation to a specific learning purpose, and they generate and order questions in relation to that learning purpose. They use their writing to clarify ideas and information, adapting or creating frameworks and other relevant strategies for supporting specific learning tasks.

The students reflect on and evaluate learning processes and outcomes.



*Consortium for
Professional
Learning*



*Nāu te rourou, nāku te rourou, ka ora ai te iwi.
With your basket and my basket, we will feed the people*

Making sense of text: reading critically

(Facilitator resource)



This aspect focuses on students' developing expertise in understanding how writers influence them as readers. They are able to identify the ways in which writers deliberately select language and text features, as well as content, to shape the way they respond to particular ideas or information.

Set 1

The students demonstrate an awareness that texts have messages. They ask questions and make connections to their prior knowledge in relation to the writer's message. They know that the writer has used both the pictures and the text to convey this message, and they can talk about the message and make a personal response to it.

Set 2

The students can identify the writer's message in a simple text and can make simple inferences to interpret it. They identify the main ideas as well as some information and details in the text that support this message, and they can identify some language features that the writer uses to convey it.

The students can express an opinion about the writer's message and can relate it to their own experiences.

Set 3

The students know that texts can be written to influence audiences. They make inferences to interpret the writer's message from a mixture of explicit and implicit information that is nearby in the text and illustrations. They ask questions and make connections with their own experience in order to clarify the writer's message.

The students recognise that the writer has deliberately chosen a particular message, and that it could have been conveyed in a different way. They can distinguish fact from opinion and can recognise when language is being used to influence the reader.

Set 4

The students can identify specific devices that the writer has used to influence the reader or convey a particular point of view. The students evaluate the writer's use of language to influence an audience in relation to a particular purpose. They can identify the difference between fact and opinion.

The students can draw conclusions or generalisations about the writer's intention and can form their own opinions about the underlying message, theme or point of view which the writer is conveying.

Set 5

The students know how written texts can deliberately position a reader. They can identify and evaluate how the writer has used language, content and structure to influence the reader or to convey a particular point of view

The students actively engage with the writer's message, theme or point of view and consider it in relation to their own knowledge and experience. They are able to explain why they agree or disagree with the writer's message.

Set 6

The students consider how writers use content, structure and persuasive language devices to position their readers in relation to particular points of view.

The students can analyse and evaluate a writer's message, looking for evidence to consider the reliability and credibility of the writer's argument or position, and identifying any bias and stereotyping. The students can then propose an opposing or different point of view.