14. can read, understand and respond to a simple explanation

Suggested Teaching Components

- Develop appropriate vocabulary
- Follow the text structure and language features of an explanation (text/flowchart/diagram)
- Understand the purpose of an explanation
- Understand and respond to an explanation either orally or in writing
- Read aloud and silently an explanation with particular attention to:
  - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
  - practising segmenting words into syllables
  - chunking language into meaningful chunks
  - punctuation conventions
  - stress, rhythm and intonation
  - recognising main ideas and details

Suggested Themes, Topics and/or Experiences

All curriculum areas e.g life cycles, food chains, migration, periods in art, computers, New Zealand Maori and settler history, volcanoes, weather, visual arts, technology, papier mache, weaving, water cycle, drugs, mathematical problems

Suggested Assessment Tasks

- Read an explanation and present the information visually or in diagram form
- Complete comprehension task, e.g. cloze, true/false questions
- Sequence an explanation, or supply a missing section in a summary

Sample Strategies

Teacher directed

- Build field knowledge
- Model text structure and discuss purpose (include non-verbal text)
- Highlight words that show cause and effect, reference etc.
- Demonstrate how to summarise written information using flow charts

Joint/guided construction

- Match, e.g. causes and effects, technical words and definitions, non-verbal and verbal texts
- Complete jigsaw activity
- Complete sequencing activity
- Read an explanation and prepare a flow chart or diagram, e.g. life cycle

Independent construction

- Develop glossary of technical terms
- Reconstruct text
- Complete cloze/sentences focussing especially on conjunctions, e.g. because, so, as
- Prepare a poster presenting explanation
- Complete comprehension activities, e.g. 3 level guide