

# AFTER THREE YEARS AT SCHOOL

## ILLUSTRATING THE READING STANDARD

**Undersea Gardens** by Julie Ellis

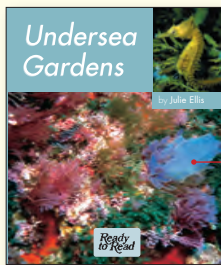
This text is levelled at Gold 1.

This report provides information about seaweeds found in New Zealand waters and how they are used. It contains a large amount of information that may be unfamiliar to students, including some historical detail. Support within the text includes features that enable students to draw on their prior knowledge of plants (in learning about seaweeds) and the use of specific examples to illustrate main points. Students need to identify and make connections between different pieces of information within the text in order to build their understanding.

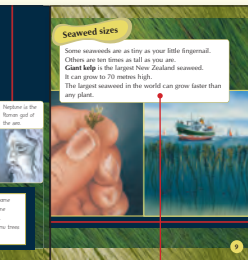
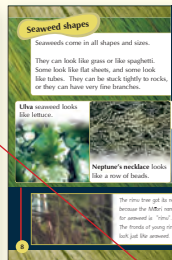
The text includes many visual language features typical of an information report, for example, headings, photographs,

text boxes, a labelled diagram, bold print for subject-specific vocabulary, a contents page, and an index.

*The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may occur during the first or subsequent readings and discussions.*



During an introductory discussion of the title, the student makes connections to their prior knowledge of gardens to visualise what an “undersea garden” might be like. They then confirm their visualisation by looking at the cover photos. The student predicts the types of information they would expect to find within the text and discusses non-fiction text features that could help them find information.



With some teacher support, the student notices that the detailed illustrations and the photographs show parts of the seaweed close up.

The student applies their knowledge of compound words to help them work out subject-specific words (for example, “holdfast”, “upright”) and uses sentence context, syntax, and/or the illustrations or photographs to work out or confirm their meaning.

The student uses the information within the text boxes together with the plant-like illustrations to help them make connections with their prior knowledge of plants. The student works with a partner to make connections between the labelled diagrams and the four photographs on page 5 in order to answer the quiz questions.

The student notices the use of bold print for subject-specific vocabulary and searches close by in the text, illustrations, and/or photographs for clues to the meaning of these words. As they read, they notice when some key words (for example, “kelp/s”, “karengo”, “slime/s”) are repeated, and they make connections between the pieces of information in order to clarify or confirm their understanding.

The student can make connections between pieces of information in order to make inferences. For example, they can infer how Neptune’s necklace got its name (page 8) and that karengo is a type of seaweed (page 10, confirmed on page 12).

The student makes connections between pieces of information in the text to support a particular idea or answer a question. For example, they use information from pages 3, 8, and 9 to discuss ways in which seaweeds are like plants and ways that they are different.



The student can summarise the information in a section of the text. For example, they can explain some ways that sea creatures use seaweed (page 11), how seaweed can be useful for people (pages 12–13), and how some people used seaweed in the past (pages 14–15).