A rationale for the seven aspects in the reading framework

How the aspects were selected

The reading framework describes students' developing expertise as they respond to the increasingly challenging reading demands that are integral to most rich learning tasks throughout the curriculum. Although the framework incorporates knowledge and skills, its main focus is on supporting teachers to consider how students are using these purposefully to complete literacy-dependent curriculum tasks.

The Ministry of Education convened workshops with literacy experts (academics, researchers, and teachers) to discuss the ways in which both reading and writing should be organised for the PaCT frameworks. The experts advised that the reading framework should address the different aspects of students' reading for a range of different purposes across the New Zealand Curriculum. They recommended that the aspects focus on the reading behaviours that teachers need to notice as well as on the students' ability to draw on these and to use their reading for specific learning purposes.

Initially influenced by the PISA framework, the experts thought that reading continuous text should be addressed separately from reading non-continuous text, but then revised their advice after considering the extent to which continuous and non-continuous text appeared together. They also advised that digital or online texts should be included in the framework, and again, initially this was to be as a separate aspect from those that focused on reading texts in print. This decision was revised during the development of the aspect dealing with knowledge of text structure. The other key point the experts made was that the reading and writing frameworks needed to be developed together, reflecting the reciprocity between these, to the extent that the possibility of developing aspects shared by both frameworks should be also explored.

As well as developing aspects that addressed how students were using their processing (or decoding) skills and their vocabulary knowledge to make meaning from texts, the development team decided early in the project to include specific aspects that looked at how students use their knowledge of text structure to engage with texts and at how well they applied critical thinking skills. The latter could well have remained a thread within the other aspects, but feedback from professional learning facilitators working in schools suggested that it might need the extra attention that could be gained from being a separate aspect. Both aspects are highly significant when considering how well students engage with digital or online texts: the first in terms of the way in which they use the structure of the text to navigate and understand it, and the second in terms of their awareness of being positioned by an author (for example, how well they apply critical thinking skills to detect bias). By creating these two aspects, it was possible to incorporate digital texts across all aspects. Not only was this decision in line with current practice (most teachers plan curriculum tasks using both digital and print texts), it also acknowledged that digital texts are likely to soon become the dominant medium for acquiring information and ideas. Also, most importantly, the development team wanted to avoid suggesting that engaging with digital texts involves significantly different knowledge and skills from reading texts in print.

From the outset, the PaCT development team recognised that a key risk for the reading framework was that many teachers would make decisions about their students' reading on the basis of the text level alone, rather than noticing the way in which the students use that text as part of a curriculum learning activity. Accordingly, a major challenge was to find a way to focus teachers on the students' reading behaviours and how well they were able to draw on these to meet the literacy-related

demands of their task, rather than to focus just on the level of the text they were reading. However, it was important that the texts that featured in the illustrations were familiar to teachers and were likely to be used in their everyday classroom programme. This risk was mitigated to some extent by placing the details about the text at the end of the illustration, and including in the body of the illustration a description of the text in terms of the challenges it presented to the students as they engaged with it in a particular task. A decision was also made to use the same texts and tasks in different aspects to encourage teachers to focus on a particular aspect of a student's response to the literacy-related demands of the task, and not just on whether or not they could read the text.

Students in years 9 and 10 need to further develop literacy-related knowledge, skills, and attitudes that are specific to subject areas. These sets of knowledge and skills are shaped by the kinds of texts and tasks that the curriculum requires them to engage with in order to research, think, and communicate in ways that are appropriate to a particular subject. Such differentiation is described in the literature as "disciplinary literacy"[1]. The implications for teaching are significant: the literacy expertise that students need to develop in order to meet, for example, objectives at level 5 in the science curriculum is best taught within the science programme, rather than relying on students being able to apply generalisable skills they've learned in English. Accordingly, the reading and writing frameworks include exemplars that are set in the context of three different learning areas: English, science, and the social sciences. These three areas were selected because together they represent a broad coverage of the curriculum, so most teachers will be able to find areas that are relevant to their work.

The seven aspects in the reading framework

The reading framework comprises seven aspects. The first four focus on how students are making sense of text, whereas the next three look at how well students are using their reading for different curriculum-related purposes.

Making sense of text: using a processing system

Readers develop expertise in using sources of information to make sense of text. Some of this information is found within the text, with the rest being brought to the text by the students from their background knowledge. Readers decode the text and make sense of it using strategies to monitor their understanding and take action if this breaks down. Students develop their expertise by reading an increasing range of texts with more independence, fluency, awareness, and control over their repertoire of strategies.

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

Readers develop their knowledge of text features and use this to navigate and understand texts. This knowledge includes recognition of the structure of a text; the way it uses visual features, such as headings and illustrations; its punctuation; the language used, and the voice and register. Students become increasingly skilled at recognising the purpose and features of different text types.

Making sense of text: using vocabulary knowledge

As readers read, successful comprehension depends on their understanding most of the meanings of the words in the text. They recognise them in print and know what they mean. In the early stages, readers know words they decode because they are in their oral vocabulary. As they become more expert, most words, including academic words for expressing abstract notions, are in their reading vocabulary.

Making sense of text: reading critically

This progression 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.

Reading to organise ideas and information for learning

Students use their reading and writing to organise their ideas and information for different learning purposes. 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.

Acquiring and using information and ideas in informational texts

Students become increasingly dependent on their reading to locate ideas and information in a wide range of print and digital texts. The students evaluate the ideas and information in terms of their curriculum-related reading purpose, and they use the information to answer specific questions. As questions and tasks become more difficult, texts become more complex and the content more abstract and specialised.

Reading for literary experience

As they go through school, students develop their expertise in interpreting and responding to ideas, information, and experiences in literary texts. Most of the literary texts they read are narrative fiction, including interactive fiction, although they will read and respond to other literary forms, such as poems and plays.

[1] Shanahan, T., & Shanahan, C. (2008). *Teaching disciplinary literacy to adolescents: Rethinking content-area literacy*. Harvard Educational Review, 78(1), 40–61.