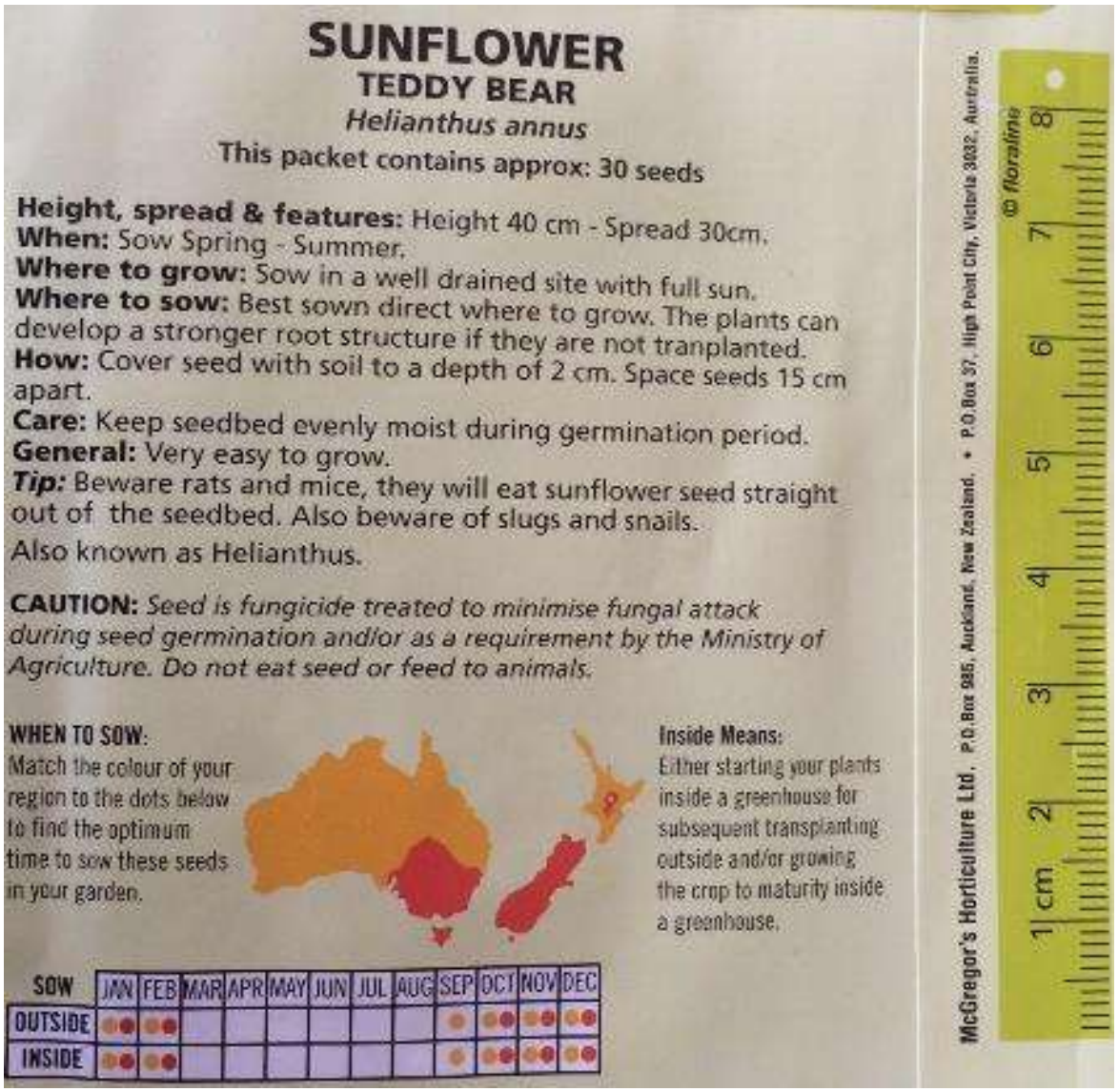
Example of a text to map against the 'Read with Understanding' strand of the New Zealand Tertiary Education Commission Learning Progressions for Literacy and Numeracy

This text is found on the back of a seed packet:



SUNFLOWER
TEDDY BEAR
Helianthus annus
This packet contains approx: 30 seeds

Height, spread & features: Height 40 cm - Spread 30cm.
When: Sow Spring - Summer.
Where to grow: Sow in a well drained site with full sun.
Where to sow: Best sown direct where to grow. The plants can develop a stronger root structure if they are not tranplanted.
How: Cover seed with soil to a depth of 2 cm. Space seeds 15 cm apart.
Care: Keep seedbed evenly moist during germination period.
General: Very easy to grow.
Tip: Beware rats and mice, they will eat sunflower seed straight out of the seedbed. Also beware of slugs and snails.
Also known as Helianthus.

CAUTION: *Seed is fungicide treated to minimise fungal attack during seed germination and/or as a requirement by the Ministry of Agriculture. Do not eat seed or feed to animals.*

WHEN TO SOW:
Match the colour of your region to the dots below to find the optimum time to sow these seeds in your garden.

Inside Means:
Either starting your plants inside a greenhouse for subsequent transplanting outside and/or growing the crop to maturity inside a greenhouse.

SOW	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
OUTSIDE	●●	●●							●	●●	●●	●●
INSIDE	●●	●●							●	●●	●●	●●

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Some of the specialised/technical vocabulary could include: fungicide, Helianthus, fungal, optimum, greenhouse, transplanting, and maturity.

We used the Learning Progressions for Literacy and Numeracy to create a 'best guess' analysis of this course material.

Provide a brief outline of your programme context, objectives, and give a summary of the key literacy and numeracy demands of your programme.

- **What kind of programme do you teach?**
    - I teach a level 2 Sustainable Rural Development Programme. This is an entry level to sustainable horticulture practice.

- **Outline your programme context in a few sentences.**
    - The content ranges from basic soil science (making compost) to seed saving, growing, plant maintenance and harvesting, preparing and cooking produce. The aim of the programme is to teach learners sustainable growing practice.

- **What kind of learners do you have?**
    - I teach in mainly rural areas. Most of my learners are Māori and come from the local area. Many are second chance learners or people who have never completed any tertiary education. I have a range of ages - teens to 50s, and mostly women.

- **Describe your typical learners in a few sentences.**

    - Many of my learners are job-seekers who go on courses because they can't get work and are told by WINZ they must be actively job seeking or in tertiary education. Many learners have little formal education and struggle with literacy and numeracy, particularly in numeracy and reading comprehension. Another group of learners are people who wish to become self-sustaining - living on a lifestyle block to develop it and earn income. The last group of learners are generally people who wish to learn how to grow their own food organically.

- **What are the objectives of your training programme?** (What do your learners have to pass - certificate/unit standards?)
    - I teach the NorthTec Certificate in Sustainable Rural Development Level 2. This is a 19 week certificate of four papers. Three papers are optional and one (Practicum) is compulsory. The learners must achieve all four papers to be deemed 'competent'. Learners usually go on to complete level 3 in the second semester. Some go on to complete level 4 or the New Zealand National Certificate in Horticulture, level 3.

- **What are some of the essential skills you would expect your learners to gain?**
    - I would expect my learners to be able to listen to, and follow, instructions.
    - Learners need to find information from a range of sources to answer verbal and written instructions.
    - They are required to write a diary entry for each day of the course, including weather, observations, tasks completed, and annotated photographs.
    - They are required to carry out a special project at home using the horticulture skills learned on the programme.
    - They need a good understanding of numeracy, place value and measurement to work out quantities of materials, planting spaces, ratios of ingredients in compost/earth building/concreting etc.
    - They need to use good time management skills to complete an independent project.

Mapping Reading in my programme: Read with understanding

This is how we mapped the reading demands. We chose something that we know is hard for learners to understand.

Step	Decoding	Vocabulary	Language & Text Features	Comprehension	Reading Critically
1st					Recognise the purpose of text
2nd					
3rd			Recognise the structure of a range of texts	Use strategies to locate important information	
4th	Decode specialised words	Read general & academic words			
5th					
6th					

Analysis

- Use the sentence starters to write up your analysis.
- Refer to the relevant steps.
- Give examples of contextualised tasks, texts, specialised vocabulary, reading requirements, or anything else that shows how you arrived at your judgements.

1. The sample text or task I used for analysis was:

This text is found on the back of a seed packet. The text is an instructional text used to show how to plant Helianthus seeds. The text has specific demands because it uses technical vocabulary for horticulture such as 'sown direct.' This means learners are required to read and understand specialised words. They also have to recognise that the text has a specific purpose - to plant seed correctly. They need to understand and use strategies to understand how, when, and what time of year is the correct time and method for planting.

2. Some specific reading skill demands for the programme I deliver include:

Learners are required to learn and understand specialised vocabulary and use it in verbal conversations, and written and practical assessments. They need to be able to identify, seek and access the resources needed to complete an independent project.

Learners need to develop their reading comprehension skills to understand specific jargon in horticultural texts. It is hoped they will gain enough understanding to be able to progress to level 3 and beyond. For example: learners must read and understand seed-to-table plant propagation, basic botany, native plant names and genus (plant families), introductory soil science, organics, permaculture principals, planning, planting and maintaining a home orchard.

3. This has made me think about:

As a tutor it is important for me to pre-load learners with the required vocabulary and to ensure they create their own glossary for terms and definitions. Learners need plenty of opportunities to work collaboratively with the tutor and each other to create meaning. Repetition through many different kinds of vocabulary activities (practical, written and verbal), will provide opportunities for learners to learn transferable skills.

4. Possible areas for reading diagnostics could include:

- Matching activity - learners match term, picture and definition to identify specific gaps. For example; names and uses of tools, or layers in a compost heap.
- Read a piece of text from a resource booklet and ask questions (questions inferred from, and questions based on, the text.)
- Cloze exercise questions to check understanding of vocabulary (starting with five general, five academic and then five technical vocabulary questions).

5. It would be great to have embedded literacy resources to deal with specific issues such as:

Learners have to learn a lot of very specific vocabulary and concepts relating to horticulture. Specific activities that help learners learn terms and definitions. For example, sequences in composting, or plant propagation techniques would be useful. Learners could create instructional cards to hang in areas requiring specific processes. They need to learn how to read and interpret information and use it to plan their independent project. To do this they need specific skills in identifying and locating relevant information. They need resources to help skim and scan digital and written material.