

<b>Playlist: Literacy</b>
<b>A "during" reading activity using concept maps</b>
A 'during' reading activity is to identify and discuss the key concepts - Dr Sue Dymock
<b>Acting on information about learners: Melanie Winthrope</b>
Melanie is a literacy consultant at Learning Media. She has been acitvely involved in professional development for a range of educators in New Zealand and the US. Her current focus is the integration of professional learning with materials development. Recently she was involved in the development of the
<b>After reading provide time for reflection</b>
After reading a text it is a good idea to reflect back on the purpose for reading and the reading
<b>Analysis of Goth exemplar in writing assessment</b>
(blank)
<b>Analysis of text structures</b>
Knowing the type of text structure helps with reading comprehension -Dr Sue Dymock.
<b>Appreciative enquiry</b>
Interview with Paora Howe
<b>Basic Paragraph Structure - Part 1</b>
Now that we have looked at one basic paragraph structure let's look at another. The second example has two closely connected controlling focuses related to the topic. You will also see a worked example of editing and revising a paragraph with two controlling focuses. To see other related videos:
<b>Basic Paragraph Structure - Part 2</b>
Now that we have looked at one basic paragraph structure let's look at another. The second example has two closely connected controlling focuses related to the topic. You will also see a worked example of editing and revising a paragraph with two controlling focuses. To see other related videos:
<b>Before reading activate background knowledge</b>
Activating readers' background knowledge for reading a sequential text.
<b>Challenges with assessing writing</b>
Assessing writing requires assessors to be clear with what influences their judgement and that when they are rating that they consider the same kind of things. Consistency is critical.
<b>Comprehension difficulties</b>
Readers can be good decoders but have reading comprehension difficulties due to limited vocabulary and or
<b>Comprehension skills to unpack an assignment</b>
These Foundation Music Course students are faced with their first, and potentially daunting, academic assignment. Their tutors initially focus on developing those literacy skills that will ensure every student can
<b>Concepts about print</b>
Checking for understanding of common punctuation use -Professor Tom Nicholson
<b>Developing vocabulary by word association</b>
Developing vocabulary by word association using known words - Dr Sue Dymock
<b>Developing vocabulary by word families</b>
Words, including everyday words, belong in families. By becoming familiar with word families improves
<b>Discussing Assessment Tool results with learners</b>
The video clip is about positive ways to discuss assessment reports with your learners. To see other related videos: <a href="http://www.youtube.com/watch?v=OAEFG8MxVQI&amp;list=PLVqIqPS2O0VV0jE3NaqvL-wjEuA4q5Ch4i">http://www.youtube.com/watch?v=OAEFG8MxVQI&amp;list=PLVqIqPS2O0VV0jE3NaqvL-wjEuA4q5Ch4i</a>
<b>Embedded literacy for improved presentation skills</b>
To develop student confidence and competence in presentation skills tutors use the Poutama learning model and the Language and Literacy Progressions to develop student understanding. The combination of these gives students opportunities to tap into their prior knowledge and contribute effectively to "the team"
<b>Embedding literacy and numeracy with a health and safety resource - Part 2</b>
Workbase. In this presentation Susan Reid outlines the literacy and numeracy resources and processes used by Workbase. Her presentation has been split into 2 short clips. - Part 2 To see other related videos:

<b>Feedback to educator on correction some trouble spots</b>
Suggestions for correcting some common trouble spots between sounds and letters - Professor Tom
<b>Four reading comprehension strategies</b>
Good readers use reading comprehension strategies and reading comprehension strategies can be taught. Four reading comprehension strategies are identified -Dr Sue Dymock
<b>Functional vs creative writing</b>
Interview with Paora Howe
<b>Getting Clear on Paragraph Writing</b>
Claire models some simple ways to teach your learners how to write a paragraph: Topic sentence and controlling focus, Three ways to write a paragraph: Examples, Proof, Q/A. In this practical session, Claire also talks about the benefits of 'expecting' your learners to be able to construct a good paragraph. To see
<b>Giving syllable feedback to learner</b>
An inclusive and strengths based approach to going over the results with the learner - Professor Tom Nicholson. To see other related videos:
<b>Identifying the reading sequence</b>
Reading only one section of the article is a relevant 'during' reading activity for a sequential instruction text
<b>Indenting Summary</b>
This video clip provides a summary of the three key writing concepts introduced in Section One of this online professional development module for writing. To see other related videos:
<b>Is It A Paragraph</b>
This video clip shows how using a simple checklist makes it easier for learners to edit and check their paragraphs. To see other related videos:
<b>Is It A Sentence</b>
This video clip shows how using a simple checklist makes it easier for learners to edit and check their sentences. To see other related videos:
<b>Knowing your learners' writing skills: Niki McCartney</b>
This webinar overviewed the writing professional development initiative being offered to tertiary educators and introduced the first online module focused on understanding the writing skills of learners. To see other writing webinars:
<b>Language enrichment</b>
(blank)
<b>Learners as writers</b>
Interview with Paora Howe
<b>Letter Identification with learner</b>
Identifying sounds of letters.
<b>Making the most of opportunities for writing: Paora Howe</b>
The webinar provides an introduction to the third module in the writing professional learning. The focus of the module is about creating and making the most of opportunities to strengthen learners' writing. Paora talks about understanding yourself as a writer, getting learners started as writers, and how to identify opportunities for learners to transfer their writing skills from one context to another. To see other writing
<b>Monitoring progress for reading comprehension</b>
Progress in decoding skills is relatively quick and is easily checked. Reading comprehension skills take longer but progress can be seen through increased engagement with the reading texts and also by learners
<b>Multiple literacies: Cheryl Stephens</b>
View comments from Cheryl Stephens, Director National Institute of Maori Education Te Whare Wānanga O Awanuiārangi, taken at the Symposium in Hamilton, July 2011. To see other related videos:
<b>Onset rime 1 &amp; 2</b>
Identifying words with the same sound - Professor Tom Nicholson. To see other related videos: <a href="http://www.youtube.com/watch?v=bKOQTe6k8eY&amp;list=PLVqIPS2O0VVPLb7xCBWAwo2oYkW1BKUnh">http://www.youtube.com/watch?v=bKOQTe6k8eY&amp;list=PLVqIPS2O0VVPLb7xCBWAwo2oYkW1BKUnh</a>
<b>Onset rime 3</b>

<p>Checking the recognition of the onset rime of words - Professor Tom Nicholson. To see other related videos: <a href="http://www.youtube.com/watch?v=bKOQTe6k8eY&amp;list=PLVqIPs2O0VVPLb7xCBWAwo2oYkW1BKUnh">http://www.youtube.com/watch?v=bKOQTe6k8eY&amp;list=PLVqIPs2O0VVPLb7xCBWAwo2oYkW1BKUnh</a></p> <p><b>Phonemic awareness 1</b></p>
<p>Checking phonemic (smallest sounds in words) awareness at the beginning, end and middle of words - Professor Tom Nicholson. To see other related videos:</p> <p><b>Phonemic awareness 2</b></p>
<p>Checking for sound recognition in words - Professor Tom Nicholson To see other related videos: <a href="http://www.youtube.com/watch?v=bKOQTe6k8eY&amp;list=PLVqIPs2O0VVPLb7xCBWAwo2oYkW1BKUnh">http://www.youtube.com/watch?v=bKOQTe6k8eY&amp;list=PLVqIPs2O0VVPLb7xCBWAwo2oYkW1BKUnh</a></p> <p><b>Practice reading comprehension strategies</b></p>
<p>Practise reading comprehension strategies by applying to other reading texts - Dr Sue Dymock</p> <p><b>Reading alien words</b></p>
<p>Sounding out unknown words - Professor Tom Nicholson</p> <p><b>Reading comprehension strategies - summarising: Damon Whitten</b></p>
<p>The Reading Comprehension Progression describes a step six reader as possessing the ability to select from a range of comprehension strategies. In contrast, the description of Step one readers lacks any reference to comprehension strategies. Good readers apply comprehension strategies when they read while struggling readers do not. Unfortunately, research shows that learners who apply effort and yet lack effective strategies often become discouraged and lose confidence in their own abilities. The development of</p> <p><b>Reading, writing and calculating in the kitchen: Gavin Mackenzie Part 1</b></p>
<p>(blank)</p> <p><b>Reading, writing and calculating in the kitchen: Gavin Mackenzie Part 2</b></p>
<p>(blank)</p> <p><b>Reading, writing and calculating in the kitchen: Gavin Mackenzie Part 3</b></p>
<p>(blank)</p> <p><b>Shifting the lens from weaknesses to strengths in learner writing</b></p>
<p>(blank)</p> <p><b>Sight (high frequency) words</b></p>
<p>Checking high frequency sight words - Dr Tom Nicholson.</p> <p><b>Speaking frames example</b></p>
<p>Claire Ashmore</p> <p>(blank)</p> <p><b>Speaking frames introduction</b></p>
<p>(blank)</p> <p><b>Speaking frames: Claire Ashmore</b></p>
<p>This webinar helps you: Discover the many speaking frames used on your course, Complete a speaking frame grid then map the speaking demands of your course, Assess your learners speaking skills against the demands, Decide what speaking activities to embed; knowing what to do (KWTD) is made easier by using speaking frames. Speaking frames is a fabulous way to throw light on the way we speak, why we speak,</p> <p><b>Storytelling for writing: Mei Winitana and Makuini Hohapata</b></p>
<p>This webinar takes a thematic approach to writing by guiding hesitant writers to draw on their personal memories and experiences. Blending Māori and Western education pedagogies, this approach uses listening, speaking, reading and writing skills. To see other PLANNET webinars:</p> <p><b>Summarising as a reading comprehension strategy</b></p>
<p>Using summarising as a key reading comprehension strategy - Dr Sue Dymock.</p> <p><b>Syllable Awareness</b></p>
<p>Checking for syllable awareness by clapping and counting - Professor Tom Nicholson. To see other related</p> <p><b>Teaching topic: Sentence structure via interactive activity</b></p>
<p>Knowing how to construct a topic sentence is a good way to becoming a confident writer. This video clip shows how to teach and train learners to control the content of their writing using a topic sentence with a clear controlling focus. To see other related videos:</p>

### **The Importance of Indenting**

This short video explores why it is helpful to think about indenting in writing. Visual formatting of different text types is something you can explore with your learners. The final text needs to look like the text type expected for that context. For example, does a filled in form look like a filled in form? Does a workbook answer look like a workbook answer? Is your text formatted correctly according to the text type? Looking at the way different texts are formatted is an awareness raising exercise that can be done via an initial focus on

### **The Ranga Framework**

Users of the Maori and Pasifika Worldviews videos are invited to share responses to the resources. The video creators are interested in hearing how, and with whom, you will use the ideas explored in the videos in your practice. Raranga kaupapa - Professor Wiremu Doherty. To see other related videos:

### **Three reasons for reading comprehension difficulties**

Three reasons for adult reading comprehension difficulties can be due to: poor decoding (reading the word) skills; limited vocabulary; both poor decoding and limited vocabulary - Dr Sue Dymock.

### **Three ways to write a paragraph**

The following four slides provide a step-by-step model for tutors to train learners in nearly everything they need to know about paragraph writing. This can be done in fun interactive sessions. To see other related

### **Using Maori Pedagogies**

Using the wharehau for reading literacy and language - a project by Unitec. To see other related videos:

### **Using texts for teaching vocabulary**

Teaching key words from the reading text will help learners with reading comprehension with Dr Sue

### **Walk the talk**

Interview with Paora Howe

### **Words have multiple meanings**

Many words have more than one meaning, even everyday common words. Did you know that 67% of

### **Working with learners who are reading at starting points**

To see other related videos:

### **Working with learners who are reading at starting points - a focus on vocabulary**

This webinar focussed on teaching vocabulary to learners reading at Starting Points. To see other related videos: [http://www.youtube.com/watch?v=FCd6bttegMUI&list=PLVqIPS2O0VVMMyvo9HNna\\_hONPt8qbgvX5](http://www.youtube.com/watch?v=FCd6bttegMUI&list=PLVqIPS2O0VVMMyvo9HNna_hONPt8qbgvX5)

### **Working with learners who are reading at starting points - designing a reading programme**

This webinar provided an overview of the materials that have been developed by the TEC to support adult literacy in New Zealand. It focussed on how these can be used to plan and implement teaching and learning programmes for adults who are reading at starting points. To see other related videos:

### **Writing assessment marking guide**

Using the marking guide for the Writing Assessment with Jocelyn Cook.