

Trend Task:

Reading Record – Fiction

Approach: One to one

Year: 4 & 8

Focus: Accuracy of oral reading

Resources: Reading Band Indicator chart, instruction manual, pack of 12 texts arranged in six reading bands

Questions / instructions:

The procedures for administering this task have been described on pages 14–16.

Reading Band:

	% response	
	Year 4 2004 ('00) ['96]	Year 8 2004 ('00) ['96]
5	35 (25) [10]	66 (53) [51]
4	29 (27) [20]	23 (28) [29]
3	22 (24) [29]	7 (15) [11]
2	7 (12) [22]	3 (2) [7]
1	2 (7) [9]	0 (2) [1]
0	5 (5) [10]	1 (0) [1]

Commentary:

This task has been described as a trend task because comparable data are presented from 2000 (and 1996). However, for technical reasons associated with maintaining long-term trend data for oral reading, the texts used are not being revealed. In essence, this task is being used both to provide trend information and as a *link task* for the 2008 assessments.

After the substantial improvement for year 4 students between 1996 and 2004 that was reported four years ago, and paralleled then by increases on other oral reading and reading comprehension tasks, the results here show that the improvement four years ago, for year 4 students, has been maintained for that cohort of students in the year 8 results this time, with 13 percent more year 8 students scoring in the highest reading band in 2004 than in 2000.

For year 4 students, the 2004 results show further improvement, with 64 percent of the students scoring in the top two bands, compared to 52 percent in 2000 and 30 percent in 1996.

Trend Task:

Reading Record – Non-Fiction

Approach: One to one

Year: 4 & 8

Focus: Accuracy of oral reading

Resources: Reading Band Indicator chart, instruction manual, pack of 12 texts arranged in six reading bands

Questions / instructions:

The procedures for administering this task have been described on pages 14–16. Examples of the reading passages in each of the six bands are shown on pages 17–19.

Reading Band:

	% response	
	Year 4 2004 ('00) ['96]	Year 8 2004 ('00) ['96]
5	31 (24) [11]	66 (57) [55]
4	28 (23) [23]	20 (24) [26]
3	18 (24) [24]	8 (12) [11]
2	8 (13) [15]	3 (5) [5]
1	8 (9) [12]	2 (2) [2]
0	7 (7) [15]	1 (0) [1]

Commentary:

As reported for the previous task, there has been further improvement in performance for year 4 students on this task, between 2000 and 2004. In 2004, 59 percent of year 4 students scored in the top two bands, compared to 47 percent in 2000 and 34 percent in 1996. However, there has been little change over the last four years in the percentage of students scoring in the bottom two bands.

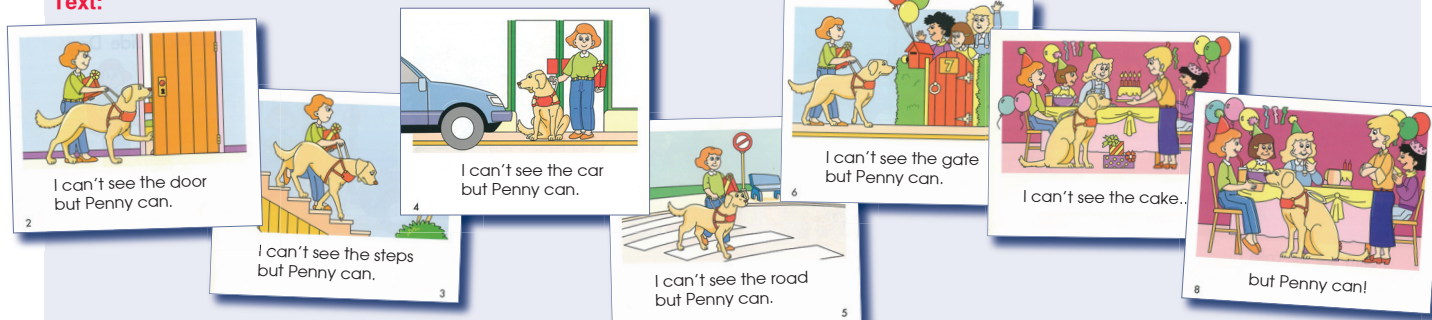
For year 8 students, the improved performance at year 4 level in 2000 has been reflected in improved performance at year 8 level in 2004, with 66 percent of year 8 students scoring in the highest reading band in 2004, compared to 57 percent in 2000 and 55 percent in 1996. The percentage in the bottom three reading bands has changed much less: from eight percent in 1996 to seven percent in 2000 and six percent in 2004.

BAND 0

My Guide Dog, by Jane Buxton, (ill.) Kelvin Hawley, Wendy Pye Publishing Ltd, NZ: 1999.

Introduction: This book is called **My Guide Dog**. It tells us about a blind girl whose guide dog sees everything for her.

Text:



BAND 1

Hot Bread, by Mona Matepi, (photo.) Lawrence Bailey, *School Journal, Part 1, No. 4*, Ministry of Education, NZ: 1999.

Introduction:

This passage of reading is called **Hot Bread**. It tells us about breadmaking in the Cook Islands.

Text:

It's nearly lunchtime, and the smell of bread fresh from the oven is making Tangi's tummy rumble. The bakery is just across the road from Tangi's house. Tangi's Uncle Tā owns it, and Tangi's older brothers Mata and Turu also work there. One of Mata's jobs is to cut firewood for the oven.

The outdoor oven is made of concrete. It uses lots and lots of firewood - sometimes Mata has to collect four truckloads of wood in a week. Mata and Turu are just taking the trays of freshly baked, golden brown rolls out of the oven.

"Mmm, they smell delicious," says Tangi. "Please can I have some?" "Go and ask Mere," says Mata.

Inside the bakery, Tangi's cousin Mere is setting out the fresh rolls on the table. She gives Tangi some in a paper bag. "Don't eat them all on your way home," she says. But she knows there'll be at least one roll missing when Tangi gets home. Everyone loves Uncle Tā's freshly baked bread! "Be careful - they're hot," says Mere.

Yum! Fresh hot bread for lunch!

Hot Bread
A story from the Cook Islands
by Mona Matepi

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Photographs by Lawrence Bailey

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BAND 2

Stranded, by Dawn McMillan, (photo.) Ingrid Visser, Reed Children's Books, NZ: 1999.

Introduction:

This passage of reading is called **Stranded**. It is about the many species of whales found in New Zealand.

Text:

There are over 30 species of whale in New Zealand waters and all of them have been known to strand. Some whales group together in families where they look after each other.

Many species of whales journey around the coastline of New Zealand, beginning at the top of the east coast in spring and passing through the Cook Strait in summer.

Other whales, like minke whales, spend the winter months in New Zealand waters before swimming to Antarctica to feed in the summer.

In both travelling and feeding the whales can find themselves close to shore. The whales are then in danger from the gently sloping beaches of the shoreline.

Whales that have teeth use an echo system to see what is ahead. They bounce sound waves off the sea floor or rocks and the echoes are received back into the bones of their lower jaws, like the sound waves coming into the bones of our ears.

With sloping sandy beaches the echo is scattered instead of bouncing back to the whale, and in surf the mixture of air and water fails to return the echo. With no echo system for finding its way under water a whale is in trouble.

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BAND 3

Pets and Other Animals, by Graham Meadows (author & photo) *Bridge Hill*, NZ: 1999.

Introduction:

This passage of reading is called **Cats**.

It is about the habits and needs of domestic cats.

Text:

Most cats have a great affection for the people who provide their food and comfort, yet still live an independent life of their own. Many domestic cats still show the same pattern of behaviour as wild cats, hunting from dusk to dawn and sleeping through much of the day. But this pattern may change according to their owners' habits and to the times of day that they are fed.

Usually cats claim a territory - not necessarily the same territory that their owners recognise. For example, the cat next door to you may decide that part of your garden (or even your home) belongs to it, and regularly visit you to prove it. Most male and female cats (including neutered ones) mark their territory boundaries with their scent. They do this by spraying urine and by rubbing objects with the glands on the side of their face.

In city areas, dense cat populations sort out their territories vertically as well as horizontally! So one cat may 'own' a rooftop, another a fence and nearby tree, and a third the ground. A cat is usually able to pass through another cat's territory. Fights only happen if the intruder tries to take the territory over. Males that have not been neutered (tom-cats) roam over country areas so large that it may take them months to get right around. City tom-cats roam much smaller areas but cause the same problems as country toms i.e. their urine has a very strong odour, they call out with loud yowls (often in the middle of the night), and they may attack other cats they see as competitors.

Cats (Photo) by Graham Meadows

Pets and Other Animals by Graham Meadows

Future Care and Study

HAM MEADOWS

What you need, a cat needs

- A warm and comfortable place to live and sleep.
- A regular supply of healthy, tasty food.
- Interesting places to go for walks, play and climb.
- Sometimes safe and secure.
- Places to get out of the hot sun and cold rain.

Most cats find all this in the ordinary living home.

Kiwi: New Zealand's Remarkable Bird, by Neville Peat, (photo.) Tui de Roy, Random House, NZ: 1999.

Introduction:

This extract called **Kiwi** provides us with some fascinating information about this rare and unusual bird.

Text:

The kiwi commands a unique place in the world of birds. Picture a shaggy, burrowing, whiskered creature that prowls the forest floor at night sniffing out its food. In a land devoid of terrestrial mammals save two species of bat, the kiwi acts out the role of a small mammal – a badger, for example, or perhaps an ant-eater.

The kiwi is in fact the nearest thing to an animal in the bird world – a biological oddity. It is a bird without a tail or wings, with hair-like feathers that resemble fur and it is oddly pear-shaped with a mole-like head. Imagine the kiwi head minus its bill. The shape, fluffiness and long whiskers are very animal-like.



The kiwi is unquestionably an offshoot in the evolutionary story of birds. Found only in New Zealand, it is living proof of the lengths to which birds will go to adapt to their habitats and circumstances. Kiwi ancestry spans millions of years. No one knows for sure whether its distant ancestors flew but clearly the kiwi lost the power of flight eons ago and retains only pathetically small wing bones, roughly the size of the outer two joints of a child's little finger. To compensate for flightlessness, it has developed stout and powerful legs, toes and claws that together account for up to a third of its bodyweight. It is a superb runner and fights with flashing razor-sharp claws.

Biologically, the kiwi sets several world records. Of all the kiwi's improbable features, perhaps the most bizarre, for a bird, is its sense of smell. It is renowned for its 'nose'. It has a well-developed sense of smell because the part of the brain controlling this sense (the olfactory bulb) is much larger than in other birds and rather more like a mammal's in structure.

Modern Musicals, from *Art & Man* magazine.

Introduction:

This passage of reading is called **Modern Musicals**.

It draws our attention to some of the highly enjoyable entertainment available through modern musical shows.

Text:

Beginning as a lightweight song-and-dance show, the musical has become increasingly sophisticated. Innovative composers, ingenious staging and technological advancements have put musicals on a par with opera and ballet as theatrical experiences and entertainment extravaganzas.

One of the most exhilaratingly popular works produced by the collaboration of Andrew Lloyd Webber and Tim Rice was *Joseph and the Amazing Technicolour Dreamcoat*. Using an extensive range of musical styles from rock to calypso, it retold the ancient biblical story of Joseph, who was sold into slavery by his deceitful brothers, won the favour of the Pharaoh, and became the ruler of Egypt. *Joseph* was the first work by Lloyd Webber and Rice, written in a mere three weeks for a school performance in 1968. Lasting only about 15 minutes, it roused so much enthusiasm and acclaim that it was eventually expanded and produced in London's West End. It was then expanded again, and triumphantly staged on Broadway.

Lloyd Webber's work has been musically adventurous and remarkably ambitious. His greatest innovation has been to create musicals that are sung through without any spoken dialogue, deliberately challenging comparison with traditional opera. This left little place for choreography, but an exception was *Cats*. Based on cat poems by TS Eliot, the show featured ingenious makeup and costumes to create feline characters such as Mungojerrie and Rumpleteazer, some raucously catty music, and inventive acrobatic dancing.

Of Lloyd Webber's more recent works, the *Phantom of the Opera* was a spectacularly mounted tale of mystery and the macabre.

ART & MAN 74

MODERN MUSICALS

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▲ *Joseph and the Amazing Technicolour Dreamcoat* is one of the most popular works produced jointly by composer Andrew Lloyd Webber and lyricist Tim Rice. In 1971 it opened once more in London, with soap star-turned-singer Jason Donovan in the leading role.

► The hit musical *Evita* (1978) dealt with the serious subject of power, politics and dictatorships.