The assessments included eight tasks which involved students in reading out loud for purposes of entertaining, sharing information and reaching decisions.

Two of the tasks were identical for year 4 and year 8 students. The other six tasks were in effect three pairs of tasks. Each pair had similar instructions, marking procedures, and marking criteria, but differed in the stimulus materials used.

Two of the tasks are link tasks (to be used again in the year 2000) and therefore are not described in detail here. The other tasks are released tasks for which full details are given.

The chapter presents the assessment results in the following order:
- the released tasks attempted by both year 4 and year 8 students;
- the released tasks attempted separately by year 4 and year 8 students;
- the two tasks which will be used as link tasks.

Results in the tasks requiring oral presentation and dramatisation of written material show very little difference on most dimensions of performance between year 4 and year 8 students. In some cases, year 4 results are marginally higher than year 8 results. This in part might suggest that many year 4 students tend to be more spontaneous and less constrained by normative peer expectations than their year 8 counterparts when working in group interactive situations. It may also be that year 4 students engage more often in the types of activities presented in the tasks.

Skilfulness in reading, interpreting and describing of a range of visual information from everyday environments was consistently higher at year 8 than year 4.

When presented with a selection of fiction books written by popular authors, both year 4 and year 8 students nominated a fairly even distribution of titles of preferred books. However, a higher percentage of year 8 than year 4 students was able to skilfully justify and explain their preference for one book over others.
Choosing a book for the class library

Approach: Team

Level: Year 4 and year 8

Resources: Two sets of 6 books: YEAR 4: Princess Jacinda, Pauline Cartwright; Samantha’s Story, Jenny Scown & Trish Gribben; The Best Loved Bear, Diana Noonan & Elizabeth Fuller; The Pirates’ Mixed-up Voyage, Margaret Mahy; The Fleas, Jane Buxton; Hinepau, Gavin Bishop;

YEAR 8: Fortunate Flats, Gaelyn Gordon & J.Tarlton; Saved by Ryan Kane, Pauline Cartwright; The Tricksters, Margaret Mahy; Tanith, Sheryl Jordan; Skateboarders, Gaelyn Gordon; Hinepau, Gavin Bishop.

Questions/Instructions

Imagine your team has been given a special job to do. Your class has asked you to be the book committee, and you have the special job of choosing one new book for the form 2 class library. You are to make your choice from 6 books which have been written by New Zealand authors.

It is specially important that everyone on your committee has a say, and that your whole committee agrees on the book you will buy. You will need to have good reasons for choosing the book, so that you can explain your choice to the rest of the class. First I want each of you to look at each of the books on your own, and to think about which book you would choose. I also want you to think of the reasons why you would choose that book. You can have about 5 minutes to have a good look at the books, starting now.

Set out the 6 books. It is important that each student work on their own and look at each of the books.

After no more than 5 minutes:

Now I want each of you to tell the rest of the group the book you would choose, and your reasons for choosing that book.

Each student tells and justifies their choice.

Now I would like your group to work together to agree on one book you would choose for your class library. You need to think of the reasons for choosing that particular book. Do that now.

After no more than 5 minutes:

You’ve chosen a book for the form 2 class library. Now I want your committee to tell me what you would tell the class. Explain why you have chosen this particular book.

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<th>Y8</th>
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<td>Samantha’s Story</td>
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<td>12</td>
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<td></td>
<td>Hinepau</td>
<td>6 (11)</td>
<td>3 (9)</td>
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<tr>
<td>Year 8 — Book chosen</td>
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<td>The Fleas</td>
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<td>The Pirates’ Mixed-up Voyage</td>
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<td></td>
<td>Samantha’s Story</td>
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<td></td>
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<tr>
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<td>30</td>
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<td></td>
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Commentary

The same procedures and instructions were given for the year 4 and year 8 versions of these matching tasks, but the selection of books differed. These tasks were primarily focused on how students select reading material and the arguments they use to support their decisions.
## Chapter 5: Oral responses to written material

### Popular poems

**Approach:** Team  
**Level:** Year 4 only  
**Resources:** Model poem — *On the Ning Nang Nong*; 4 short poems; 4 long poems. See p41 for poem texts.

The procedures used in this oral reading task were similar for the year 8 task, *Poetry Reading*. The sets of poems differed. The results show very little difference on each attribute from year 4 to year 8.

### Instructions

This activity is called *Popular Poems*. We are going to be reading some short poems, some of which you probably know. First, we will practise reading a poem together. We will try as hard as we can to make the poem sound really good. The poem is called *On the Ning Nang Nong*. Here it is on a chart. First, just read it silently to yourself. Do that now.

**Show the chart of *On the Ning Nang Nong***.
**Allow a short time for silent reading**.

**Teacher reads the poem slowly and expressively, then has the students read together with her/him**.

Now that we know how it goes, let’s read it one more time, making it sound really good.

**Teacher plays a lead role in modelling expressiveness and rhythm**.

Now I’m giving each of you a card with two poems on it. Read both of them silently to yourself, and decide on one that you will read to the group. Ask me if you need any help with words.

**Hand out the short poems and allow enough time for silent reading**.

Now I will ask you one at a time to read the poem you have chosen to the group. Try to read it so that everyone else will enjoy hearing it, and enjoy the way you are saying it.

### Fluent spoken presentation

- **Strong**: 21
- **Moderate**: 66
- **Weak**: 13

### Expressiveness

- **Strong**: 13
- **Moderate**: 68
- **Weak**: 19

### Rhythm

- **Strong**: 20
- **Moderate**: 67
- **Weak**: 13

### Word reading accuracy

- **Strong**: 41
- **Moderate**: 47
- **Weak**: 12

### Speech clarity

- **Strong**: 28
- **Moderate**: 66
- **Weak**: 6

### Commentary

The procedures used in this oral reading task were similar for the year 8 task, *Poetry Reading*. The sets of poems differed. The results show very little difference on each attribute from year 4 to year 8.

---

**On the Ning Nang Nong**

Where the Cows go Bong!  
And the Monkeys all say Boo!  
There’s a Nong Nang Ning  
Where the trees go Ping!  
And the tea pots Jibber Jabber Joo.

---

**Ask each student in turn to read a poem**

Now I’ll ask each of you to tell us which of all these poems you liked most and why you chose that one.

**Repeat with the long poems.**
Poetry reading

Approach: Team

Level: Year 8 only

Resources: Model poem *On the Ning Nang Nong*; 8 short poems; 8 long poems. See opposite.

**The Dark House**
In a dark, dark wood, there was a dark, dark house,
And in that dark, dark house, there was a dark, dark room,
And in that dark, dark room, there was a dark, dark cupboard,
And in that dark, dark cupboard, there was a dark, dark shelf,
And in that dark, dark shelf, there was a dark, dark box,
And in that dark, dark box, there was a GHOST!

**Instructions**
Reading out loud is something we can all do. In this activity you will be choosing a poem to read to the rest of the group. There is a good collection of poems here for each of you to choose from.

First of all I want you to choose one of these short poems to read to the group. Choose a poem that you like, then practise reading it to yourself - not out loud. If you need any help with words, just ask me and I’ll help you. Here are the poems. Choose one, and practise reading it to yourself - but not out loud.

Put out the collection of short poems.

Encourage students to make their selections without wasting time. After a couple of minutes, ask each student to read their poem.

Now it’s time for each of you to read your poem aloud to the team.

When you read it, try to read it in a way that will help the others to really enjoy listening to it.

Ask each student in turn to read their poem.

Now I want each of you to choose one of these longer poems. Choose a poem that you like, then practise reading it to yourself - not out loud.

If you need help with words, just ask me and I’ll help you. Here are the longer poems. Choose one, and practise reading it to yourself — but out loud.

Put out the collection of longer poems.

After each student has read their poem:

To finish off, I would like each of you, in turn, to tell us which poem you enjoyed most, and why you enjoyed it the most.

Ask each student in turn to comment.

**Fluent spoken presentation**
- strong 19
- moderate 67
- weak 14

**Expressiveness**
- strong 10
- moderate 61
- weak 29

**Rhythm**
- strong 17
- moderate 65
- weak 18

**Word reading accuracy**
- strong 36
- moderate 54
- weak 10

**Speech clarity**
- strong 24
- moderate 69
- weak 7

**Commentary**
The procedures used in this oral reading task were similar for the year 4 task, *Popular Poems*. The sets of poems differed. The results show very little difference on each attribute from year 4 to year 8.
Chapter 5: Oral response

Oh, the grand old Duke of York, He had ten thousand men. He marched them up to the top of the hill, And he marched them down again. And when they were up they were up, And when they were down they were down, And when they were only halfway up, They were neither up nor down!

The Village Blacksmith
Under a spreading chestnut tree The village smithy stands; The smith, a mighty man is he, With large and sinewy hands; And the muscles of his brawny arms Are strong as iron bands.

His hair is crisp, and black, and long, His face is like the tan; His brow is wet with honest sweat, He earns what he can, and keeps both ends always full in the world.

Week in, week out, from morn till night, You can hear his hallow blow; You can hear him swing his heavy sledge, With measured beat and slow.

And when the night wind roars And howls and hollos long and loud, Shaking his wet sides over the cliffs, And when the night wind roars And howls and hollos long and loud, Shaking his wet sides over the cliffs, And when the night wind roars And howls and hollos long and loud, Shaking his wet sides over the cliffs.
Jokes and riddles

Approach: Team

Resources: Set of 4 jokes sheets.

Instructions

I am going to give each of you some jokes. Read them privately to yourself and choose three that you will read to the group. If you have trouble with reading any of the words, just ask me and I will help you. After you’ve had time to read them, I want each of you to take turns at telling one of the jokes at a time.

I’ll give you your jokes now, and you read them privately to yourself - don’t read them out loud until I tell you.

Randomly allocate to each student a sheet of jokes.

Allow a short time for reading, and give any assistance requested.

Now let’s take turns at telling the jokes. Each time, tell only one of the three jokes you have chosen. Remember, jokes are supposed to be fun - and funny. The way people tell jokes is important. You should try to tell them so that the others will think they are funny.

Each student in turn tells one joke — rotating around the team.

People sometimes know jokes or riddles, and sometimes people make them up. I wonder if any of you can tell us a joke or riddle. Just think about it for a moment, then you can have turns at telling a joke or a riddle.

PUPIL. Please teacher, would you tell me off for something I haven’t done?

TEACHER. Of course not.

PUPIL. Good, because I haven’t done my homework. It’s raining cats and dogs. I know. I just stepped in a puddle.

What has 3 tails, 7 feet and 4 trunks?

An elephant with spare parts.

What do you give a sick pig?

Oinkment.

How do farmers count cows?

On a cow-culator.

What’s grey and highly dangerous?

An elephant with a machine gun.

SIMON. I’ve lost my dog.

FRIEND. Why don’t you put an add in the paper.

SIMON. Because my dog can’t read.

Doctor, doctor, I think I’m a goat.

How long have you felt like this?

MARY. Since I was a kid.

MARY. Will you remember me in 5 years?

JOHN. Yes.

MARY. Will you remember me in 10 years?

JOHN. Yes.

MARY. Will you remember me in 20 years?

JOHN. Yes.

MARY. Knock, knock.

JOHN. Who’s there?

MARY. See, you forgot me already.

What's the difference between a hill and a pill?

A hill is hard to get up, and a pill is hard to get down.

Where do cows go on Saturday nights?

To the mooo-ies.

What goes moo, baa, oink, quack, woof?

A cow that speaks 5 languages.

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TEACHER. Of course not.

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A hill is hard to get up, and a pill is hard to get down.

Where do cows go on Saturday nights?

To the mooo-ies.

What goes moo, baa, oink, quack, woof?

A cow that speaks 5 languages.
### Chapter 5: Oral responses to written material

#### Link tasks

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<th>Approach:</th>
<th>Team</th>
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<tbody>
<tr>
<td>Level:</td>
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<tr>
<td>Resources:</td>
<td>Four copies of a play script.</td>
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<tr>
<td>Instructions:</td>
<td>The teacher introduced the play to the team with a short synopsis. The team practised reading the play together once, then performed it in front of the teacher. Students were told to try to make the play interesting and realistic.</td>
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<thead>
<tr>
<th>Expressiveness and oral dramatisation</th>
<th>% responses</th>
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#### Commentary

The focus of this play reading task was on the oral presentation and dramatisation of written scripts. The same procedures and instructions applied to the year 4 and year 8 versions of these matching tasks, but the play scripts were different. The results show little difference in performance between year 4 and year 8.