



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10. This teacher support material describes the opportunities in “And the Winner Is ...” for students to develop this expertise.

Overview

This article builds on ideas introduced in “Bird of the Year” (in the same journal) and provides information about six winners of the Bird of the Year competition. Much of the information is presented in the form of tables, allowing students to gain experience in reading different text formats. Together, the two articles provide opportunities for students to identify and discuss main ideas about native New Zealand birds.

“And the Winner Is ...” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (*The Literacy Learning Progressions*, page 14).

There is a PDF of this text and an audio version as an MP3 file at www.juniorjournal.tki.org.nz (The audio file begins and ends with New Zealand bird calls.)

Related texts

Non-fiction texts that feature New Zealand birds: *Camouflage, New Zealand Birds* (Ready to Read, shared); *Blue Eggs* (Ready to Read, Gold); “Our Treasure Island” (JJ 37); “Tākapu” (JJ 45); “The Gulls of Sulphur Bay” (JJ 46); “Haast’s Eagle” (JJ 51); “Making Money”, “Take Note” (JJ 55)

Non-fiction texts about predators: *Too Many Possums* (Ready to Read, Purple); “Catching Mustelids” (JJ 43)

Stories and poems about New Zealand birds: *How Kiwi Saved the Forest* (Ready to Read, shared); *Did You Shake Your Tail Feathers?* (Ready to Read, Purple); *The Thief* (Ready to Read, Gold); “Endangered Bird” (a poem, JJ 29); “Hoiho” (a poem, JJ 43); “Tākapu” (JJ 45); “Tūi Returning to the City” (a poem, JJ 46); “Tūi” (a poem), “Ring! Ring!” (JJ 49); “Kāhu and Hōkioi” (JJ 51); “Stop, Thief!” (a play, JJ 55)

Texts with information presented in tables and diagrams: *Wheels, Will They Float?* (Ready to Read, shared); “Bringing Back the Birdsong” (*Taking Action*, Connected L2, 2017); “The Takeaway Table” (*I Spy*, Connected L2, 2013)

Text characteristics

“And the Winner Is ...” includes the following features that help develop the reading behaviours expected at Gold.

A mix of explicit and implicit content, including some information and ideas that may be new, that requires students to make connections between information in the article and their prior knowledge to make inferences and track information

Visual language features, including subheadings, a pie chart, tables, and labelled photographs

Some words and phrases that may be unfamiliar, including subject-specific vocabulary (for example, “danger status”, “20 percent”, “Description”, “centimetres”, “tuft”, “nectar”, “habitat”, “orchards”, “widespread”, “mimic”, “fanned tail”, “disturb”, “stir up”, “flightless parrot”, “nocturnal”, “buds”, “weigh”, “2.2 kilograms”, “freezes”, “1990s”, “talons”, “100 kilometres per hour”, “harbours”, “river mouths”, “Alaska”, “breeds”, “80,000”), requiring students to apply their processing system

Many bird names, all in te reo Māori and some also in English

A variety of sentence structures, including statements in note form in the tables, so that students are required to attend to such aspects as the table headings, punctuation, and linking words and phrases, including pronouns (“our”, “them”, “This”, “they”, “it”, “These”, “itself”) to clarify connections between ideas

The Bird of the Year competition was started as a way of making people more interested in native New Zealand birds. Many of our native birds are endangered, so if people know more about them, they can help to keep the birds safe.

New Zealand native birds are given a “danger status”. This shows how much danger they are in of becoming extinct. The birds are either “doing OK”, “in some trouble”, or “in serious trouble”. Sadly, only about 20 percent of New Zealand native birds are “doing OK”.

This article has information about some of the birds of the year – including their danger status.

The Winners So Far	
2005:	Tūi
2006:	Piwakawaka – Fantail
2007:	Riroriro – Grey warbler
2008:	Kākāpō
2009:	Kiwi
2010:	Kākāriki karaka – Orange-fronted parakeet
2011:	Pūkeko
2012:	Kārearea – New Zealand falcon
2013:	Mohua – Yellowhead
2014:	Tara iti – Fairy tern
2015:	Kuaka – Bar-tailed godwit
2016:	Kōkako
2017:	Kea
2018:	Kererū – New Zealand pigeon

Other features that provide opportunities for students to build their knowledge of the language of non-fiction, for example:

- inverted commas to indicate specific terms (“danger status”, “doing OK”, “in some trouble”, “in serious trouble”)
- precise descriptive language, including:
 - noun phrases (such as “An amazing mimic”, “predator-free islands”)
 - the use of examples, figures, and comparisons
 - subject-specific compound words and hyphenated words: “widespread”, “fantail”, “farmland”, “orange-fronted”, “Bar-tailed”, “green-black”, “predator-free”

Cross-curriculum links

English (Reading)

Level 2 – Processes and strategies: Selects and reads texts for enjoyment and personal fulfilment.

Level 2 – Structure: Recognises an increasing range of text forms and differences between them.

Science (Living World)

Levels 1 and 2 – Life processes: Recognise that all living things have certain requirements so they can stay alive.

Levels 1 and 2 – Ecology: Recognise that living things are suited to their particular habitat.

For further information about the science content in this book, see Building Science Concepts, Book 3: *Birds: Structure, Function, and Adaptation* and scienceonline.tki.org.nz/What-do-my-students-need-to-learn



The New Zealand Curriculum

Suggested reading purposes

Possible learning goals

What can the students expect to find out or think about as a result of reading this text?

- To find out about some winners of the Bird of the Year competition
- To find out more about why some native birds are in danger
- To think about how information can be presented in different ways

What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?

The goals listed below link to the descriptions of reading behaviours in *The Literacy Learning Progressions* and the *Learning Progression Frameworks*. **Select from and adapt** them according to your students’ strengths, needs, and experiences – their culture, language, and identity (*The Literacy Learning Progressions*, page 7).

This text provides opportunities for students, over several readings, to:

- **make connections** between the text and visual language features (including the tables) to track information (**summarise**) and **visualise**
- **ask questions** and look for or think about possible answers
- **make connections** between the information in this article and in “Bird of the Year”
- **monitor** their reading and, when something is unclear, take action to solve the problem, for example, by checking further sources of information, rereading, and/or reading on.



Sounds and Words



The Literacy Learning Progressions

Introducing the text

- Before introducing the text, you could listen to the [audio version](#) for support with pronunciation of any bird names that are unfamiliar.
- Use your knowledge of your students to ensure that your introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>
- This teacher support material suggests providing a high level of support for the first few pages to prepare the students for reading tables. It would be best for the students to have read and discussed “Bird of the Year” first so they have some prior knowledge of the topic and key vocabulary.
- Expect the students to infer from the title, the image of the medal, and the page 11 heading that this article is linked to the Bird of the Year competition. Briefly review the main ideas from the previous article – why the competition is held and what the main dangers are to New Zealand native birds. Use the opportunity to draw out (or feed in) key subject-specific vocabulary from “Bird of the Year”, such as “native”, “extinct”, “endangered”, “endemic”, “predators”, and “habitat”.
- Read and discuss page 10, in particular the concept of “danger status” and what a pie chart is, making connections to any prior knowledge the students have from work on statistics and fractions. Explain that the circle (the “pie”) stands for all the different sorts of native birds in New Zealand and that the orange part of the pie chart (which covers half the “pie”) shows that half the native birds are “in serious trouble”. You could sketch a circle and divide it into five equal “slices” to show what 20 per cent (or one fifth) looks like. Prompt the students to notice that the birds that are “doing OK” make up the smallest part of the “pie”.
- Prompt the students to notice the purpose of the article, as stated in the final paragraph on page 10.
- Together, read through the list of winners on page 11 and encourage the students to match the names to the photographs. Allow time for them to share what they know about the birds or to speculate about their danger status.
- Read and discuss the table on page 12, making connections to the students’ experiences of creating their own tables (if they did so) after reading “Bird of the Year”. Prompt them to notice that the information may be in the form of single words, lists, or notes rather than full sentences.
- Set a reading purpose together and share the learning goal(s). The students could start reading at this point or, if you feel they need more support, you could have them look through the remaining pages to briefly discuss the birds that are featured. Give the students sticky notes to mark questions or ideas that arise as they read, and to note aspects they want to come back to.

Reading the text

For the first reading, encourage the students to read the text by themselves, intervening only if it's clear a student needs help. Much of the processing that they do at this level is "inside their heads" and may not be obvious until the discussion afterwards. There will be many opportunities to provide support with word solving and comprehension on subsequent readings.

Student behaviours

Examples of the sorts of behaviours (often overlapping and developed over several readings) that will help students achieve their learning goal(s).

They make connections between the text and visual language features to track information and visualise.

- They use the side headings in the tables to track information.
- They make connections between the descriptions and the photographs to visualise the birds.
- They use linking words, including pronouns, to help clarify the connections between ideas within and across sentences, for example: "The fantail is very active and often uses its fanned tail to disturb insects so it can catch them. It may also fly around people to catch any insects they stir up."

They ask questions and look for or think about possible answers.

- For example, they might wonder:
 - why people voted for these birds
 - how people measure the length of birds
 - why tūi were kept as pets and trained to speak and if this still happens
 - what the danger status is of some of the winners not profiled in this article.

They make connections between the information in this article and "Bird of the Year".

- They draw on their knowledge from "Bird of the Year" of native birds being endangered to support their understanding of the concept of "danger status" and the examples of the three birds "in some trouble" or "in serious trouble".

- They use the explanations and examples of the terms "native", "endemic", and "habitats" (on pages 4 and 5) to support their understanding of these terms in "And the Winner Is ..."
- They use the information about predators (page 5) to visualise why they are such a problem for kākāpō and kārearea.
- They use the information in the tables, in particular the "Interesting facts", to infer why Megan describes NZ birds as "wonderful" and to build their understanding of why the Bird of the Year competition is important.

They demonstrate self-monitoring and problem solving.

- They use a range of strategies to solve unfamiliar words. For example:
 - they use the phrase "white throat feathers" and the photo to clarify the meaning of "tuft"
 - they read on to the end of the sentence to help work out the meaning of "mimic"
 - they draw on their knowledge of the suffix "less" (for example, in "helpless" or "careless") to infer the meaning of "flightless".
- They reread or read on to check phrasing and meaning, for example, when reading noun phrases such as "a large, flightless parrot" or "birds and animals bigger than they are".
- They note aspects that they are not sure about to come back to later.

Deliberate acts of teaching

Examples of how you can support individual students (if needed).

- Prompt the students to note things they are not sure about or that are of particular interest and remind them that you will discuss their questions and ideas after the reading. Reassure them that when reading non-fiction, they may sometimes need to read more slowly, reread parts, and/or check aspects like photos or captions to build their understanding.
- Remind the students of strategies they can use for solving unfamiliar words (for example, looking for the biggest known word chunk and applying their knowledge of letters, sounds, and word structure) and for clarifying meaning (rereading or reading on, checking the photographs, and/or looking for definitions or supporting information in parentheses). If necessary, provide specific support, for example, with the pronunciation of bird names or how to read the dates or numbers.

Discussing and rereading the text

You can revisit this text several times, providing opportunities for the students to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions according to your students' needs and responses to the reading. Some of the suggestions overlap, and several can be explored further as after-reading activities.

 For some suggestions, you may find it helpful to project the PDF of the article so that you can zoom in on relevant sections.

- Encourage the students to share their responses to the article. You could ask each student to share an interesting thing they found out about one of the winners, or the students could think, pair, and share their opinions about which of the six birds featured on pages 12–17 is the most special and why.
- Remind the students of the main idea in the first article of many native birds being endangered. Support them to identify information in "And the Winner Is ..." that builds on this idea (for example, the concept of danger status and the information about the three "winners" who are in some trouble or serious trouble). Recap the three main dangers to birds described in the first article (predators, changes to habitats, and weather patterns) and discuss examples in one or both articles.

- Support the students to think critically (drawing on one or both articles), for example:
 - What birds in “And the Winner Is ...” are most in danger of becoming extinct? How do you know?
 - What information about the tūī, fantail, and kererū gives clues about why they are “doing OK”?
 - Think about possible dangers to the habitats of the birds shown on page 5 (kea, kākā, tarāpuka, and whio).
- Have the students reread the article, stopping to discuss points of interest, including aspects the students have marked with sticky notes. For example:
 - any new questions they thought of as they were reading and answers they found. Discuss how they might find answers to questions not answered in the article. Provide an opportunity for students to find out more as an after-reading activity
 - how the students found reading information from the tables. If necessary, practise reading some examples together to model how to mentally add the missing words, for example: “[The fantail’s body is] about 16 centimetres long.”; “[The habitat of the kākāpō is] native forests.”
 - the precise descriptive language. You could:
 - have the students close their eyes while you read a description from the text (for example, “shiny green-black feather and a tuft of white throat feathers”, “green feathers and a pale, round face”, “a large hunting bird with long legs and talons”) and ask them to identify which bird they visualise
 - discuss words and phrases that describe the size of the birds, including the use of comparisons (“large”, “up to 32 centimetres long”, “small body with a long tail”, “about 16 centimetres long”, “world’s heaviest parrot”, “up to 2.2 kilograms”)
 - explore the use of hyphenated descriptive noun phrases in both articles, such as “black-billed gull”, “orange-fronted parrot”, and “Bar-tailed Godwit”. Make connections to other “real” examples, such as “yellow-eyed penguin”, “black-fronted tern”, “white-faced heron”, and “red-billed gull”.
 - how the students worked out (or tried to work out) unfamiliar words and phrases. Ask what helped them understand the subject-specific vocabulary (for example, definitions in parentheses, information from “Bird of the Year”, the photographs, the meaning of the rest of the phrase or sentence, or the meanings of the component words within compound words and hyphenated words, such as “predator-free”). You could also draw attention to the impact of the suffix in “flightless”.

After reading: Practice and reinforcement

After-reading tasks should provide purposeful practice and reinforcement of learning goals and address the needs you have noticed from your monitoring of the students. Where possible, make links to other texts, including texts generated by the students, and to the wider literacy programme (for example, oral language, writing, handwriting, and word games and activities) and other curriculum areas. **Select from and adapt** these suggestions according to the needs of your students.

For English language learners, SELLIPS, in particular, the section on Describing, also has ideas for purposeful and relevant tasks. You could also refer to the Reading, Understanding, and Responding section of ELIP.

- Provide many opportunities for the students to reread this article and “Bird of the Year” and to read related texts.
- The students can build their comprehension and fluency by rereading the text as they listen to the audio version. Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.
- During shared writing, either with the group or the whole class, use the information in one of the tables as a guideline for writing a short report. The headings provide a useful structure, and you can also model how to make the notes in the table into full sentences.
- The students could work individually or in pairs to find out more about one of the “winners” listed on page 11 or about another native bird including birds that might be significant in their local area. They could record their findings in a table with the same headings as in the article (or write a short report, as outlined above).
- Write the descriptions of the birds on pages 12–17 on cards and have the students identify which birds the phrases refer to. You could make links to writing by supporting the students to create descriptions of other native birds. (The shared book *New Zealand Birds* could be an initial source of information.) The students could build up a set of “description cards” and labelled photos of native birds to use as a matching activity.
- Support the students to research other questions raised when reading, particularly about reasons for the birds’ danger status. This may build on students’ research work started after reading “Bird of the Year”. Encourage the students to use the school library and “Related texts”. They could also use <https://anyquestions.govt.nz>
- Have the students work in pairs to identify possible dangers to some or all of the birds listed on pages 12–17. They will need to locate information that is explicitly stated in the article (for example, the “danger status” of each bird and the descriptions of specific threats) and draw on implicit information (for example, possible dangers associated with the birds’ habitats). They may also refer to information gathered as part of further research. You could add some “stretch” to this activity by asking the students to rank all six birds in order of danger. There is no specific right answer for this, but the discussion and negotiation of choices requires the students to summarise, infer, and think critically.