



Unpacking Co-requisite Outcomes: Reading Outcome 2

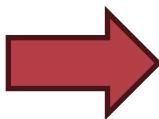
Literacy (reading): 32403, Demonstrate understanding of ideas and information in written texts

Demonstrate understanding of written texts.

No Evidence Minimal Evidence Weak Evidence Sufficient Evidence Strong Evidence

Evaluate written texts with critical awareness

No Evidence Minimal Evidence Weak Evidence Sufficient Evidence Strong Evidence



Process written texts for different purposes.

No Evidence Minimal Evidence Weak Evidence Sufficient Evidence Strong Evidence

Result

Reading Outcome 2:

Evaluate written texts with critical awareness.

This means that learners:

- understand that writers of texts are influenced by their culture, values, beliefs, and sense of identity.
- use the above understanding to identify a writer's point of view, their purpose for writing, and the language techniques the writer has used.
- begin to reflect critically on the explicit and implicit messages in the text, as well as how they have been presented by the writer to the audience.
- think about the background knowledge and experiences of the writer of the text when they assess the credibility of informational texts.

This resource should be read in conjunction with:

- [US32403 - Demonstrate understanding of ideas and information in written texts](#)

Examples of teaching strategies to support learning for Reading Outcome 2:

- Practice identifying the writer's purpose for writing texts. For example, was the text written to instruct, inform, explain, narrate, describe, persuade or influence action/ behaviour/thinking.
 - [Comparing Texts](#)
- Explicitly teach a writer's culture, values, beliefs and look for ways this is reflected in the text.
- Explicitly teach implicit and explicit messaging in texts.
 - [Reading Behind the Lines](#)
- Practice identifying fact from opinion, bias, stereotyping, misleading and inaccurate information.
 - [Fact or Opinion](#)
- Explicitly teach determining relevance, reliability and trustworthiness of information.
 - [Trash or Treasure](#)

For more literacy strategies search: [Literacy Resource Bank](#)