

## Reading literacy Integration for Technology

Suggested School Journals and Connected with links to Technology

Also see [Technology in the School Journal and Connected](#)

Connected 3, 2000, ISBN 0 47823754 5 School Maori Patus

Year 6 : Part 03 No. 2 : 2004 : Pgs 12-15 - Design of Toilets

Year 3 : Junior Journal No. 39 : 2009 : 20-24 Cool Wrist Wrappers

Year 3 : Junior Journal No. 48 : 2014 : Pp 19-24 - Car system

Connected No. 3 : 2005 : Pgs 15-19 Paper is fragile - Sustainability

Year 5 : Part 03 No. 1 : 2004 : Pgs 6-8 - Making a cipher wheel

Connected No. 3 : 2003 : Pgs 28-32 Changes over time to telescopes

Connected No. 3 : 2005 : Pgs 2-9 - Problem solving with storing vegetables

Connected No. 3 : 2005 : Pgs 10-14 - Plant Fibre Technology

Year 3 : Junior Journal No. 39 : 2009 : 12-17 - How to make a mini worm farm.

Year 6 : Level 3 Jun : 2012 : 36-4 - Changes over time to various objects at the Museum

Year 5 : Level 3 October : 2013 : 42 - 48 - Technology for communication

Year 5 : Part 03 No. 2 : 2003 : Pgs 12-15 - Water powered rockets

Connected No. 2 : 2007 : 9-14 - Developing innovative rice products

Connected No. 2 : 2005 : Pgs 26-32 - Changes to glue over time

Year 6 : Level 3 October : 2013 : 30 - 39 - Building and programming robots

Connected No. 2 : 2003 : Pgs 12-17 - Dyeing felt

Connected No. 3 : 2004 : Pgs 28-32 - an invention to control pests

Year 4 : Part 01 No. 03 : 2008 : 9-17 - How a hearing aid works

Year 5 : Part 02 No. 01 : 2009 : 18-23 - Making Vietnamese waterproof boats

Connected No. 1 : 2003 : Pgs 12-19 - Food Technology

[Year 6 Literacy Learning Progressions in reading](#) that would link well to technology

When students at level 6 read, respond to, and think critically about texts, they:

- understand how they select from and use their repertoire of comprehension strategies, which include:
  - making connections between their prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text
  - locating and summarising ideas (e.g., by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings)

They draw on knowledge and skills that include:

- finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations
- identifying the specific language features and structures of many common continuous and non-continuous text types (including mixed text types);
- interpreting illustrations, photographs, text boxes, diagrams, maps, charts, and graphs.

Vocabulary Enrichment