

**Incident at Dusk**

Complete the first two components, Pre-Reading Zone In and Pre-Reading Predicting, before reading the complete text. Then undertake the remaining components, from During Reading My Connection. Each component will open the relevant pages of text, if applicable, but you can go back to any part of the text at any time.

*Tab 1 Pre-Reading Zone In*

*Tab 2 Pre-Reading Predicting*

*Tab 3 During Reading My Connection*

Explain to the students that they will read an unusual text and that it must be read more than once to gain the full meaning. The first read should be undertaken as an opportunity to orient with the text. The second read will be an opportunity to fully understand the events of the story.

*Screen 1*

Ask the students to read the story for the first time and then display the first block of questions. Don't reveal the last two pages of the text until Screen 3 (finish at "In the same instant I saw to my horror that I was the sole survivor of our doomed expedition").

*Screen 2*

Now ask the students to read the story for a second time and slowly reveal the story's meaning through the second block of questions. Again, don't reveal the last two pages of the text until Screen 3.

*Tab 4 Visualising*

*Tab 5 Questioning*

*Tab 6 Summarising*

*Tab 7 Monitoring*

*Tab 8 Word Works*

*Tab 9 Assessment*

The first three questions are literal questions, so the correct statement can be found in the text. The next two are interpretative or inferential questions, meaning that students need to interpret or infer from the text to find the correct statement. The final question is an applied or evaluative question, so students need to apply or evaluate the information from the text to choose an answer, and there may be no "correct" answer.

Here are the answers for the assessment task.

**Literal**

1. d Gub was an old friend from training days at the base.
2. b It was dangerous to venture out before nightfall.
3. a He saw to his horror that he was the sole survivor of a doomed expedition.

**Interpretative or inferential**

1. c The circular object, standing to the left looking like a gigantic saucer, was a platter of fruit.
2. b The army was an army of ants.

**Applied or evaluative**

- a and b are both acceptable.

As an additional assessment task, ask each student to read the following text out loud. Then mark any errors and work out the percentage of accuracy to see how well each student can read aloud.

This text is 178 words. To convert to a percentage of accuracy, divide the number of words pronounced correctly by 178 and multiply by 100.

I looked up at Gub and saw the panic in the mosaic of his eyes before he was whisked off the plateau even as I stared. He and a hundred others were caught up in a flurry of whistling winds and sweeping storms and removed in a single action from my cosy world. As it was, the force of the blow lifted me off my feet and slammed me against the hard surface of the burnt earth, knocking me unconscious.

When I awoke I was lying on the edge of the precipice above the scree. Below me was the void. I have never in my life seen anything as frightening as that dark gaseous eye that stared up unblinking into mine. I realised that I was gazing into the dead heart of Namuh. I do not know how long I lay in that position before I managed to tear myself away from the sheer drop in front of me. In the same instant I saw to my horror that I was the sole survivor of our doomed expedition.