

Reading Level 3	We are learning to	What we are looking for is.....
Students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features.	<ul style="list-style-type: none"> • Identify features of a variety of texts. • Read and respond to different texts. • Consistently read with fluency and expression. • Identify and recognise the various text types and their features • Recognise and interpret text events • Identify and recognise a recount and its features. • Identify features of information texts. 	<ul style="list-style-type: none"> • The use of terms to describe and discuss text features, e.g. labels, glossary • The ability to use info from text to create/analyse..... • Reading with appropriate intonation • Variation of tone to match the text and the use of punctuation • To describe the structures and features of that particular text type e.g recount – orientation, etc (structure) past tense etc (features) • Categorising books into fiction and non – fiction piles. • Reading with appropriate intonation. • An ability to describe the structures and features of a recount. • The use of terms to describe and discuss texts features, e.g. contents, index, glossary, labels, etc.
They interpret the main ideas and purpose of texts.	<ul style="list-style-type: none"> • Identify the main idea of a text. • Recognise the purpose of the text. 	<ul style="list-style-type: none"> • The ability to tell what it was mostly about. • The ability to be able to identify whether the purpose is to describe, entertain, explain or persuade.
They make inferences from imaginative text about plot and setting and about characters' qualities, motives and actions.	<ul style="list-style-type: none"> • Interpret and form our own opinions about an imaginative text 	<ul style="list-style-type: none"> • Logical justification of our opinions. • Ability to make connections between characters and events AND themselves and their experiences.
They infer meaning from material presented in	<ul style="list-style-type: none"> • Make an inference (draw your own conclusions whenever something is not directly stated in the text). 	<ul style="list-style-type: none"> • Paying attention to the details in the reading passage.

informative texts.		<ul style="list-style-type: none"> • Use the details to figure out information that is not clearly stated.
They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes.	<ul style="list-style-type: none"> • Challenge text and author's view point. • Identify stereotypes. 	<ul style="list-style-type: none"> • The ability to use pictures and language to describe typical stereotypes in regards to characters, people and places.
They use several strategies to locate, select and record key information from texts.	<ul style="list-style-type: none"> • Find information about a topic • Use key words to select important facts • Record information from texts 	<ul style="list-style-type: none"> • Use a dictionary • Use a table of contents • Use an index • Identify key topic words • Use a glossary • Use a data chart to record information in dot points • Record facts in own words using key words
	<ul style="list-style-type: none"> • Find the main idea 	<ul style="list-style-type: none"> • Main idea is usually found in the first sentence or paragraph of a text • Main idea is usually found in the last sentence or paragraph of a text • Main idea can be found by asking what was the text/passage mainly about?
	<ul style="list-style-type: none"> • Recall facts and details 	<ul style="list-style-type: none"> • Grasp an understanding of facts and details drawn out from main idea • Look back to story to find the answer to a question about facts and details • Key words – who, what, why.

	<ul style="list-style-type: none"> • Understand sequence 	<ul style="list-style-type: none"> • Understanding of the 3 parts to a text: beginning, middle and end. • An understanding that different things happen in each part and in order (something happens first, next, etc) • Key words – first, then, last, after, before, which means you need to put events in order.
	<ul style="list-style-type: none"> • Recognise cause and effect 	<ul style="list-style-type: none"> • The cause is the reason something happens • The effect is what happens as a result of the cause. • Key words – why, what happened, because.
	<ul style="list-style-type: none"> • Compare and contrast 	<ul style="list-style-type: none"> •