

Reading Level 4	We are learning to(text)	What we are looking for is.....
At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats.	<ul style="list-style-type: none"> • Read and interpret text • Read and respond to text 	<ul style="list-style-type: none"> • Explain • Summarise • analyse • Answer questions • On my own – Think and Search – Right There
They analyse these texts and support interpretations with evidence drawn from the text.	<ul style="list-style-type: none"> • Identify and analyse the main idea • Recognise the purpose of the text • Demonstrate our understanding of the text with supporting evidence 	<ul style="list-style-type: none"> • Explain the key ideas in your own words • Identify information that supports these ideas, e.g dates, facts, etc.
They describe how texts are constructed for particular purposes and audiences, and identify how sociocultural values, attitudes and beliefs are presented in texts.	<ul style="list-style-type: none"> • Identify the genre used by finding key features that are relevant to the genre. • Recognise why a text type is selected by both the author and the audience. • That bias can occur due to the author’s perspective • That attitudes and beliefs presented in a text may not be true. • Draw on a range of texts (electronic, media, song lyrics, newspapers, etc) before presenting information as being true and correct. • Identify stereotypes in various texts. 	<ul style="list-style-type: none"> • Students know the structure of different genres • Students are able to discuss <u>why</u> the text is constructed that way (persuasive, etc) • Examine pictures, names, language to analyse stereotypes, etc. • Examine the way families, relationships, gender roles, cultures interact

<p>They analyse information, imagery, characterisation, dialogue, point of view, plot and setting.</p>	<ul style="list-style-type: none"> • Discuss information • Discuss and interpret pictures, diagrams and images • Understand differences between characters • Discuss and identify different points of view • Describe plot and setting 	<ul style="list-style-type: none"> • To be able to identify the main point and supporting information • To describe the pictures, diagram or image that is being given to the reader. • To be able to demonstrate that you understand the differences and similarities between characters • To identify the different points of view • An understanding of plot and description of the setting
<p>They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.</p>	<ul style="list-style-type: none"> • Use a dictionary to look up the meaning of an unknown word. • Use punctuation to gain meaning from a text. • Find the meaning of an unknown word using the words around it/reading further on (context) 	<ul style="list-style-type: none"> • To locate and read the meaning of a word from a dictionary • To read out loud to show use of punctuation for expression. • To be able to explain how you found the meaning from the text.
	<ul style="list-style-type: none"> • Find the main idea 	<ul style="list-style-type: none"> • To locate main idea in the first or last sentence of a paragraph or text • To locate main idea 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"> • To grasp an understanding of facts or details drawn from main idea • To look back to the story to find the answer to a question about facts and details • To locate key words – who, what, why.
	<ul style="list-style-type: none"> • Understand sequence 	<ul style="list-style-type: none"> • To understand the 3 parts to a text: • Beginning – middle – end. • To understand that different things happen in each part and in order (first, next, etc) • To locate 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"> • To identify the cause is the reason something happens • To identify the effect is what happens as a result of the cause. • To identify key words – why, what happened, because.
	<ul style="list-style-type: none"> • Compare and contrast 	<ul style="list-style-type: none"> • To understand comparing is finding out how 2 things are alike. • To understand contrast is finding out how 2 things are different. • To identify key words – most like, different, alike.
	<ul style="list-style-type: none"> • Making predictions 	<ul style="list-style-type: none"> • To understand predicting means what you THINK will happen next. • To realise the answer is not in the story, but you

		need to use clues to make a good guess.
	<ul style="list-style-type: none"> • Finding word meaning in context. 	<ul style="list-style-type: none"> • Being able to figure out what an unknown word means from how it is used in the text.
	<ul style="list-style-type: none"> • Drawing conclusions and making inferences. 	<ul style="list-style-type: none"> • To figure out things as you read the text. e.g. “the moon is bright in the dark sky”. This infers it is night-time.
	<ul style="list-style-type: none"> • Distinguishing between fact and opinion. 	<ul style="list-style-type: none"> • Identify the difference between a sentence that is fact, and a sentence that is someone’s opinion. • Key words for opinion statements – most, best, nicest, greatest, etc.
	<ul style="list-style-type: none"> • Understanding author’s purpose. 	<ul style="list-style-type: none"> • Identify the reason the author wrote the text – <ol style="list-style-type: none"> 1. to get you to believe something 2. to give information about something. 3. to describe a person, place, thing. 4. to entertain readers.
	<ul style="list-style-type: none"> • Interpreting figurative language. 	<ul style="list-style-type: none"> • To identify words that are being used differently to their actual or usual meaning. e.g The story left us in stitches.
	<ul style="list-style-type: none"> • Distinguishing between real and make believe. 	<ul style="list-style-type: none"> • Deciding if an event could really happen or could not really happen.