

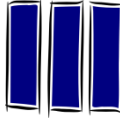
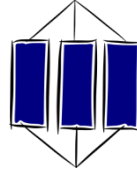
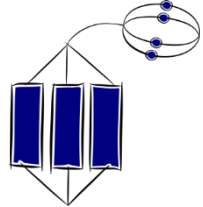


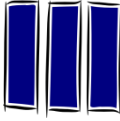
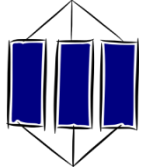
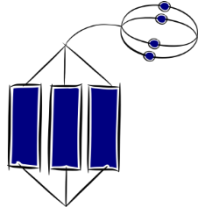




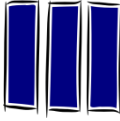
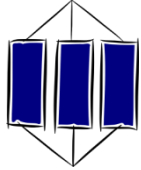
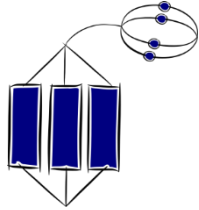
## Reading comprehension: Characters

					
Read ... characters	I need help to identify the characters in the text.	I can list the characters in the text.	I can describe the characters in the text.  I can identify some relevant and or interesting quotes made by or about the characters .  I can identify some relevant and or interesting actions and thoughts of the characters.	I can make inferences about the characters' personality, strengths, weaknesses, qualities, faults, nature and character .  I infer what the quotes tell you about the characters.  I can infer what the characters actions and thoughts and feelings tell you about them.	I can evaluate the influence of the characters on how the book makes me feel.  I can make generalisations about the author's purpose/message and the effect on me as a reader.  How did the book make you feel?  How do you think the author's choice of characters contributed to this feeling?  (To what extent did ...?)
Effective Strategies <i>[insert strategies suggested by students and teachers]</i>					



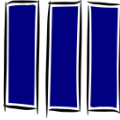
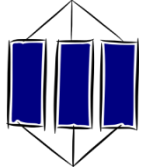
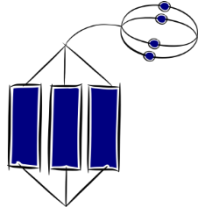
## Reading comprehension: Settings - inferred

					
Read ... settings	I need help to identify the setting in the text.	I can identify/list setting/s in the text.  (What is the setting? Where is the story set? Where does this take place?)	I can describe the setting.  I can identify descriptive words and phrases linked to the setting.  (What is it like?)  I can identify some relevant and or interesting quotes made by or about the characters .  I can identify some relevant and or interesting actions and thoughts of the characters.	I can make inferences about the setting.  What do you imagine the setting to be like?  Use what you know from your own experiences to add to the description from the author.	I can evaluate the influence of setting on how the book made me feel.  I can make a generalisation/s about the author's purpose/message and the effect on me as a reader.  (How did the author make you feel during the reading of this book?)  (How do you think the author's choice of setting contributed to this feeling?)  (To what extent did ...?)
Effective Strategies <i>[insert strategies suggested by students and teachers]</i>					



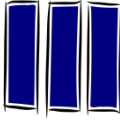
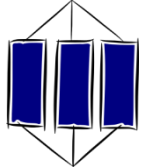
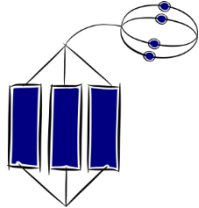
## Reading comprehension: Settings – mood and atmosphere

					
<p>Read ...</p> <p>Settings – mood and atmosphere</p>	<p>I need help to identify the mood and atmosphere in the text.</p>	<p>I can identify the mood and atmosphere in the text.</p> <p>(What is the mood? What is the atmosphere?)</p> <p>[e.g. exciting, sad, funny]</p>	<p>I can describe the mood and atmosphere in the text.</p> <p>I can identify descriptive words and phrases linked to the mood and atmosphere.</p> <p>(What is it like?)</p> <p>I can identify some quotes that help create the mood/ atmosphere.</p>	<p>I can make inferences about the mood/setting.</p> <p>(What do you imagine the mood/atmosphere to be like? Why?)</p> <p>(What you know from your own experiences to explain your inferences about the mood/atmosphere?)</p>	<p>I can evaluate the influence of the mood/atmosphere on how the book (or a section of the book) made me feel.</p> <p>I can make a generalisation/s about the author's purpose/message and the effect on me as a reader.</p> <p>(How did the author make you feel during the reading of this book?)</p> <p>(How do you think the author's choice of mood/atmosphere contributed to this feeling?) (To what extent did ...?)</p>
<p>Effective Strategies <i>[insert strategies suggested by students and teachers]</i></p>					



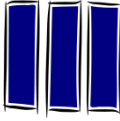
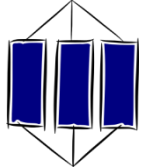
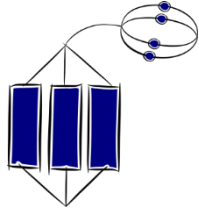
## Reading comprehension: Plot

					
Read ... plot	I need help to identify the plot	I can identify a key words and or event  What is a key word? What is a key event?))	I can list the events in the text in chronological order.  (What is the order? What happened first, second, next etc.?)	I can identify the sequence of events in the text and use this structure to explain the narrative.  E.g. Orientation, Complication, Resolution	I can evaluate the influence of the plot on how the book (or a section of the book) made me feel.  I can make a generalisation/s about the author's purpose/message and the effect on me as a reader.  (How did the author make you feel during the reading of this book?)  (How do you think the author's choice of plot structure contributed to this feeling?) (To what extent did ...?)
Effective Strategies <i>[insert strategies suggested by students and teachers]</i>					



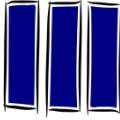
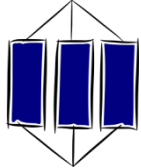
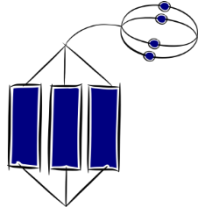
## Reading comprehension: Themes and messages

					
Read ... Themes and messages	I need help to identify any themes and messages	I can identify a key theme or message.  What is a key theme? What is a key message?)  (What message do you think the author is trying to get across in this text?)	I can list several key themes or messages in the text.  (What are the key themes or messages in the text?)  (How does the author want you to feel about the character's actions?)	I can identify several key themes and messages in the text and explain why they are important to understanding the text.  (Why do you think the author has chosen to write this text this way?)	I can evaluate the influence of the theme or message on how the book (or a section of the book) made me feel.  I can make a generalisation/s about the author's purpose/message and the effect on me as a reader.  (How did the author make you feel during the reading of this book? What do you think about these issues, values, attitudes? How do you think the author's choice of theme or message contributed to this feeling? To what extent did ...?)
Effective Strategies <i>[insert strategies suggested by students and teachers]</i>					



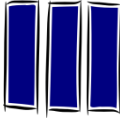
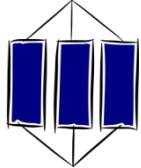
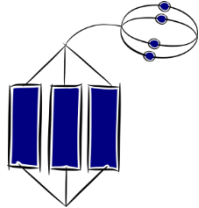
## Reading comprehension: Place, time, gender.

					
Read ...  Past/present male/female	I need help to identify {place, time, gender]	I can identify[place, time , gender]	I can identify [here and there, past and present/ male and female].	I can identify [here and there, past and present/ male and female], compare them and explain how attitudes and expectations were similar and different].  E.g. Compare and contrast: Here and there Past and present He and she She and she He and he	I can evaluate the influence of place, time and gender on the theme or message of the book (or a section of the book) and how this made me feel.  I can make a generalisation/s about the author's purpose/message and the effect on me as a reader.  How did the author make you feel during the reading of this book? What do you think about these attitudes and expectations? How do you think the author's choice of [place, time, gender] contributed to this feeling? To what extent did ...?)
Effective Strategies <i>[insert strategies suggested by students and teachers]</i>					

## Reading comprehension: Language



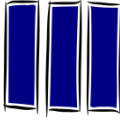
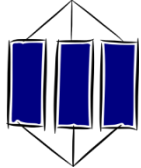
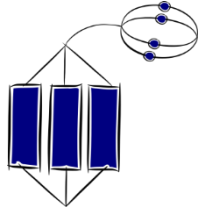
					
<p>Read ...</p> <p>Language features</p> <p>E.g. similes, metaphors, personification</p>	<p>I need help to identify [ words, phrases, language features] used in the text.</p>	<p>I can identify one [word, phrase or language feature] used in the text.</p>	<p>I can identify several [words, phrases, language features] used in the text.</p>	<p>I can identify [words, phrases, language features in the text] and explain why these language features are used in the text.</p> <p>E.g. Purpose of words, phrases, [language features] used for characterisation, action, description of setting, or mood created.</p>	<p>I can evaluate the influence of [words, phrases, language features in the text] on the theme or message of the book (or a section of the book) and how this made me feel.</p> <p>I can make a generalisation/s about the author's purpose/message and the effect on me as a reader.</p> <p>(What did the words phrases, language features make you visualise, feel? Explain why?)</p>
<p>Effective Strategies</p> <p><i>[insert strategies suggested by students and teachers]</i></p>					

## Reading comprehension: Asking questions



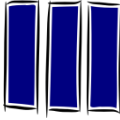
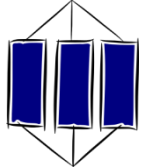
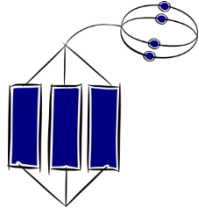
					
<p>Read the text and ask questions about the characters, settings and events.</p> <p>Questions to:</p> <ul style="list-style-type: none"> <li>• Bring in ideas about the text</li> <li>• Connect ideas within and across texts</li> <li>• Extend ideas within and beyond the text</li> </ul>	<p>I need help to ask [questions] about characters, settings and events.</p>	<p>I can ask [questions] about the characters, settings and events if I am directed or prompted.</p>	<p>I can ask [questions] about the characters, settings and events but I am not sure about the relevance or purpose of the questions.</p>	<p>I can ask [questions] about the characters, settings and events</p> <p>I can explain the purpose of the questions I ask.</p>	<p>I can seek and act on feedback on the effectiveness of the [questions] I ask about the text.</p> <p>I can teach others how to ask questions about the text.</p>
<p>Effective Strategies <i>[insert strategies suggested by students and teachers]</i></p>					



## Reading comprehension: Visual language

					
<p>Read the visual language features in the text.</p> <p>For example,</p> <ul style="list-style-type: none"> <li>• <b>unity</b></li> <li>• <b>balance</b></li> <li>• <b>dominance</b></li> <li>• <b>contrast</b></li> <li>• <b>focal point;</b></li> <li>• <b>rhythm, repetition or consistency</b></li> </ul>	I need help to read visual language features in the text.	I can identify visual language features in the text if I am directed or prompted.	I can identify visual language features in the text but I am not sure about the purpose of the features.	I can identify visual language features in the text and explain how these features can be used to make meaning of the text.	<p>I can seek and act on feedback on the effectiveness of my reading of the visual language features.</p> <p>I can teach others how to identify and make meaning from visual language features in the text.</p>
<p>Effective Strategies</p> <p><i>[insert strategies suggested by students and teachers]</i></p>					

## Reading comprehension: Author's style

					
<p>Author's style.</p> <p>Compare texts by the same author – look for similarities in the storyline, text, illustrations, use of language features, use of humour, challenging ideas etc.</p>	<p>I need help to identify the author's style.</p>	<p>I can identify the author's style if I am directed or prompted.</p>	<p>I can identify the author's style but I am not sure of my identification.</p>	<p>I can identify the author's style explain using examples why this style is associated with the author.</p>	<p>I can evaluate the author's style – For example, reflect on the author's style, compare and contrast the style with the style of other authors, and express an opinion on how well I like the author's style.</p> <p>I can teach others how to identify the author's style.</p>
<p>Effective Strategies <i>[insert strategies suggested by students and teachers]</i></p>					