<table>
<thead>
<tr>
<th>Reading Level 3</th>
<th><strong>We are learning to …….</strong></th>
<th><strong>What we are looking for is…….</strong></th>
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</table>
| Students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. | • 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. | • 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.  
• 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 interpret the main ideas and purpose of texts. | • Identify the main idea of a text.  
• Recognise the purpose of the text. |  
| They make inferences from imaginative text about plot and setting and about characters’ qualities, motives and actions. | • Interpret and form our own opinions about an imaginative text. | • Logical justification of our opinions.  
• Ability to make connections between characters and events AND themselves and their experiences. |
<p>| They infer meaning from material presented in | • Make an inference (draw your own conclusions whenever something is not directly stated in the text). | • Paying attention to the details in the reading passage. |</p>
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<th>Informative texts.</th>
<th>Use the details to figure out information that is not clearly stated.</th>
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| 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. | • Challenge text and author’s viewpoint.  
• Identify stereotypes.  
• 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. | • Find information about a topic  
• Use key words to select important facts  
• Record information from texts  
• 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  
• 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?  
• 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. |
- **Understand sequence**
  - 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.

- **Recognise cause and effect**
  - The cause is the reason something happens
  - The effect is what happens as a result of the cause.
  - Key words – why, what happened, because.

- **Compare and contrast**