

	1: Limited At Risk	2: Basic – 1 mark (BIU: Level 1)	3 : Working Towards – 2 marks (BIU: Level 2)	4: Sound – 3 marks (BIU: Level 3)	5: High – 4 marks (BIU: Level 4)
<p>Making connections (Self, Text, World) Learning Goal: We are learning to extend our understanding of texts by connecting the ideas to our knowledge.</p> <p>TIB: We make connections to better understand the text.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> - I can connect what I am reading to my own experience (self) - I can connect what I am reading from a text to what I have read (text) - I can connect my ideas from a text to what is happening in the world around me (world) 	Unable to make connections to the text	Talks about what text reminds them of but is unable to explain how it applies to the text	Talks about text by thinking about their own experiences Makes reference to at least 1/3 links - self, text and world	Relates background knowledge and experience to the text. Makes reference to at least 2/3 links - self, text and world	Links background knowledge and examples from the text to enhance comprehension and interpretation Makes reference to self, text and world in detail
<p>Predicting Learning Goal: We are learning to use information from graphics, text and experiences to predict what will be read, viewed and heard.</p> <p>TIB: Predicting helps us to think ahead while reading and to anticipate information and events in the text.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can use evidence from the text (pictures and words) to predict what will happen next - I can use my own experiences to make a predication - I can change my predictions as more information becomes available. - I can reflect on and evaluate my predications 	Unable to make predictions	Makes predictions not linked to the text or predications that are incorrect	Predicts what will happen next Makes some changes to their predictions as more information becomes available	Gives a detailed prediction about what will happen next with evidence to support Changes predictions as more information becomes available and sometimes evaluates why they have changed	Gives a detailed prediction based on possible consequences of actions and/or events Changes predictions as more information becomes available and can evaluate and reflect on why they have made these changes
<p>Questioning Learning Goal: We are learning to ask and answer questions to clarify the meaning of the text and deepen our understanding.</p> <p>TIB – Questioning helps us better understand a text, before, during and after reading.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can ask and answer relevant questions before, during and after I read - I can use evidence to link my questions and answers to the text - I can talk about how the text is making me feel and why - I can link my answers to my prior knowledge - I can discuss what the author’s intended purpose was when writing the text 	Unable to ask or answer any questions about the text Gives inappropriate or off topic responses	Begins to ask and answer simple questions but is unable to support these with evidence from the text	Asks and answers questions about the text and begins to provide evidence from the text	Asks and answers questions and can accurately provide evidence from the text	Asks and answers detailed questions and finds evidence in the text that support questions and answers

<p>Monitoring Learning Goal: We are learning to stop and think about the text.</p> <p>TIB – We need to know what to do when meaning is disrupted.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can consistently check my understanding of the text and review and adjust my predictions. - I can ask myself questions like: <ul style="list-style-type: none"> • Is this making sense? • Do I need to read this again? • Does it make sense now? • Should I slow down? • What can help me fill in the missing information • What does this word mean? • What can I use to help me understand what I’m reading? 	<p>Unable to use the following strategies effectively, even with help: reread, use context clues, predict, make notes, summarise, question or clarify.</p>	<p>Uses one or more of the following strategies but makes mistakes and needs assistance: reread, use context clues, predict, make notes, summarise, question or clarify.</p>	<p>Uses most of the following strategies successfully without help: reread, use context clues, predict, make notes, summarise, question or clarify.</p>	<p>Uses all of the following strategies successfully without help: reread, use context clues, predict, make notes, summarise, question or clarify.</p> <p>Makes minimal mistakes</p>	<p>Uses all of the following strategies successfully and can guide other students through the process: reread, use context clues, predict, make notes, summarise, question or clarify.</p>
<p>Visualising Learning Goal: We are learning to create a mental image from a text read/viewed/heard and describe this image.</p> <p>TIB: Good readers use visualisation to better understand what they are reading.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can create an image in my head by using the clues and words from the text as I read - I can accurately describe a picture or image I made in my head - I can use my senses to create an image (see, smell, hear, taste, feel) 	<p>Unable to describe a picture or image they have made in their head when reading the text</p>	<p>Describes some visual or other sensory images that are tied directly to the text or a description of a picture in the text</p>	<p>Describes own images that are somewhat elaborated from the literal text or existing images</p>	<p>Creates and describes multisensory images that extend and enrich the text</p>	<p>Elaborates multisensory images to enhance comprehension and enrich text.</p>
<p>Summarising Learning Goal: I am learning to summarise the main ideas/themes in the text.</p> <p>TIB: Summarising helps us to determine the most important ideas in a text and how to disregard irrelevant information.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can use strategies to summarise a text (who is the main character/s? What did the main character/s want? What was the problem? How was the problem solved? What was the resolution?) - I can shrink my notes into a brief summary (1-2 paragraphs) 	<p>No response is given or response given does not relate to the text</p>	<p>The plot of the text is not present</p> <p>Contains irrelevant events and details</p> <p>Demonstrates little or no understanding</p> <p>Refers to characters or topics using pronouns (he, she, it, they) or generic name (girl, boy, dog)</p> <p>Copies exact language from the text</p>	<p>Overall plot of the text is present, however there is no mention of specific events from the story</p> <p>Demonstrates basic understanding of the story</p> <p>Summarises using the exact language of the text</p>	<p>Clearly states the plot of the text and provides specific events, the problem and solution in the story</p> <p>Demonstrates adequate understanding of the text by including some important details</p> <p>Briefly states story elements in own words with some exact language from the text</p> <p>Refers to many characters or topics by name in text</p>	<p>Clearly states the overall plot of the text (in event order)</p> <p>Includes only important, essential events</p> <p>Demonstrates clear understanding of the text (including inferred meaning)</p> <p>Briefly states main idea and significant details in own words</p> <p>Refers to all characters by specific name</p>

<p>Inferring Learning Goal: I am learning to go beyond the literal meaning of a text and form ideas that are not explicitly stated.</p> <p>TIB: We need to bring together our prior knowledge and the information contained within the text to draw conclusions.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I understand what an inference is - I can ask questions to better understand the text - I will use ideas and clues from the text to make my inference <p>To support my inference, I will:</p> <ul style="list-style-type: none"> - use evidence from the text - use my prior knowledge and experience - use text-to-text and text-to-world connections - I will provide details when supporting my inference 	<p>Unable to make an inference</p>	<p>No evidence of inference(making a prediction, interpreting information or drawing a conclusion) about the text</p> <p>Conveys a minimum amount of information about the text</p> <p>May include information that is off topic</p>	<p>Attempts to make an inference or draw a conclusion about the text</p> <p>Includes some inaccuracies such as details, conclusions, or prediction that are inaccurate or unsubstantiated based on text information</p>	<p>Develops interpretations, and/or conclusions about the text</p> <p>Identifies meanings, clues, and details that are not explicitly stated</p> <p>Includes some connections between the text and the reader's background knowledge or ideas and beliefs</p>	<p>Develops thoughtful inferences, interpretations, and/or conclusions about the text with depth and understanding</p> <p>Identifies meanings, clues, and details that are not explicitly stated</p> <p>Includes connections between the text and the reader's background knowledge or ideas and beliefs</p>
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Purpose Techniques

Visual -Words Font, size, colour, Picture location, text direction, colours used etc

Written - punctuation, alliteration, rhetorical questions, grammatical features etc

Aural (multimodal) – tone, pitch, volume, music etc

Feedback	
Where to next?	