

Each table contains the progression points and standards related to the **Reading Dimension** and the Indicators of Progress for the focus on Text Level Knowledge.

Progressing towards Level 1

Progression Point 0.5

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

- understanding of the directional sequence of text
- recognition of some letters of the alphabet and awareness of the relationship between sounds and letters
- correct reading of some familiar words; for example, words in the title of a simple reading text, or labels on objects in the classroom
- retelling of the main ideas in a text; for example, the plot after listening to the reading of a picture story book or watching a video
- predictions about events in a text from looking at the cover and illustrations.

Indicators of Progress

Students realise that print contains a constant message.

Students decide the likely topic of a text and predict ideas and events that might be mentioned by using the front cover of the book.

Students relate the illustrations to their existing knowledge of texts and the topic.

Students select stories to which they can relate.

Students read aloud repetitive phrases and sentences that have some high-frequency words and

Students show an awareness of some of the concepts of print. For example, they orient it correctly, run their finger over the text on a page as it is read to them, show left-to-right movement with return sweep and top-to-bottom movement, turn the page, and differentiate between the picture and the text.

Students recall words and sentences in simple narratives they have heard and seen earlier, for example, Once upon a time ..., and say these sentences with natural oral language

Students anticipate what might be said next in a narrative they are reading, for example, *And they all lived happily*

Students infer how characters may have felt, for example, *What would the hen feel when ...?*

Students suggest possible reasons for an author or artist using particular features, for example, *Why do you think the artist drew the hen looking like that?*

Students link events in the story and the characters'

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comparatively simple oral language patterns, for example, I am eating.

fluency.

Students read sentences that have repeated words and that rhyme, and predict words that rhyme with earlier words.

Students answer literal questions about sentences they have read and complete spoken sentences, for example, *What did the hen say? The hen said What would the hen feel when ...?*

feelings with events in their lives and feelings they have had, for example, *When did you last feel like the hen felt?*

Students use texts and illustrations to tell main ideas in their own words.

Standard 1.0

Students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound-letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.

Indicators of Progress

Students decide the likely topic of a text by using the title, illustrations and their existing knowledge of texts and the topic.

Students use their beliefs about the meaning of the text and how ideas are expressed in sentences, to predict words and match their prediction with the written words.

Students read aloud with natural oral language fluency phrases and short sentences that they have not heard read previously.

Students show that they can integrate pictorial and written information. They say ideas that are consistent with the topic. They use the topic of a text to predict ideas and to decide on

Students match simple written sentences with illustrations and recognise when a sentence that is read does not match the accompanying illustration.

Students demonstrate an increased awareness of some of the concepts of print including:

(1) for a text that they hear being read while following the written form, they show word-by-word matching, identify when words have been omitted from or added to what is said, identify when lines have been omitted or reread and when an incorrect page is read;

(2) distinguish between upper and lower case letters in continuous texts; and

(3) locate spoken high-

Students answer literal questions about sentences they have read and complete spoken sentences. For example, having read one or more pages, they retell what was read, read a sentence from the text from which a word has been deleted and suggest or select the deleted word.

Students answer inferential questions about the actions of particular characters and the sequence of events that make up the plot. For example, *What do you think he will do now?*

Students identify high-usage reading vocabulary in the text. For example, they can select *you, Mum, was, for*.

Students express emotion as they read the narrative, for

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appropriate words. If they say words that do not match the pictorial information, they self correct.

Students show a trend away from *reading sentences from memory* to a greater awareness of the need to match what is said with what is written and to attend to the written words in the order given.

frequency words.

Students show increasing accuracy in reading aloud sentences that have repeated words and that rhyme and they predict words that rhyme with earlier words.

example, *curiosity, surprise* or *concern*.

Students display fluency in the texts they read aloud.

Students identify new words they have learnt and suggest other words for them.

Progressing towards Level 2

Progression Point 1.25

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- naming of all uppercase and lowercase letters in the alphabet
- identification of common sounds for letters
- independent reading of simple print and electronic texts with moderate accuracy and fluency
- accurate reading of high-frequency words
- retelling of what they have read using the text as a prompt
- prediction of what a text will be about, using textual features and some known words
- understanding of differences between real and imaginative texts.

Indicators of Progress

Students decide the likely topic of a text by using the title, illustrations and their existing knowledge of text forms and of text topic(s) to predict ideas and events that might be mentioned and to say in short sentences ideas and events that may be mentioned in the text.

Students use their decisions about the meaning of the text and how ideas are expressed in sentences to predict words and to match their prediction with the written words.

Students read the text aloud independently and interpret punctuation marks such as full stops, exclamation marks and question marks

Students show literal comprehension by:

(1) retelling what they have read by mentioning at least the main ideas read in the text, using the text as a prompt if necessary;

(2) supplying the words necessary to complete sentences that describe aspects of the text; and

(3) answering questions that relate to information stated explicitly in the text.

Students show inferential comprehension during reading by linking, at any time during reading, what they have read with what they know. They:

Students suggest possible reasons why an author or artist used particular features, for example, *Why do you think the author used several words for saying the ducks couldn't do anything?*

Students infer the message in a text they read, for example, *What do you think the writer wants to tell us about how to take care of wild animals?*

Students link the feelings of characters involved in events in the story with their own experiences, for example, *When did you last feel like the ducks felt in this story?*

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correctly to modulate their reading. They reread aloud to increase their reading fluency.

Students locate various details in the text:

- (1) words that they hear; and
- (2) words that have a specified sound in either the first or last positions.

Students display in their reading aloud particular characteristics modelled by others, for example they change the rate and volume of their reading when reading a scary section of text.

Students apply particular topic-level reading strategies when these are scaffolded and cued by others, for example, they review the main idea(s) on each page of a text they have read by looking back over the text.

(1) say what they expect to be said on later pages and how the text might end; and

(2) link characters and events later in the narrative with characters and events mentioned earlier (for example, *Who/what is this?*).

Students infer how characters may have felt in the context, for example, *What might the ducks have felt when they were covered with oil? If you were one of the ducks covered with oil, what would you want to say?*

Students infer how some characters in a text may feel about or perceive other characters in a text, for example, *What do you think the Red Hen would like to say to the Goose? What do you think the Red Hen thinks of the Goose? What do you think the Goose thinks of the Red Hen?*

Students demonstrate strategic intent by suggesting possible meanings for unfamiliar words in the text by linking the context of the text and a word in a sentence, and predicting the word by combining this with one or more of the letters in it.

Students complete silent reading activities, for example:

(1) match words and phrases with referent pictures without reading aloud;

(2) arrange sentence cards in order to tell a story; and

(3) complete simple close activities.

Students talk about how they felt while reading and how reading helped them.

Progressing towards Level 2

Progression Point 1.5

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- segmentation and blending of letters in words of one or two syllables
- use of sentence context, predictable structures and initial letters when attempting to read unfamiliar words
- accurate and independent reading of print and electronic texts with high-frequency words
- self-correction, on recognition that their own reading does not make sense
- inclusion of main ideas in retelling what they have read
- prediction of what might happen next in a story read independently.

Indicators of Progress

Students decide the likely topic of a text by using fewer illustrations and more written text information, for example, notes on the back cover. They can predict appropriate words that the text might use and can say in sentences what it might say.

Students read the text aloud independently and recognise when what they have said does not make sense, and they self correct. They can identify when they say errors that are inconsistent with the meaning or topic of the text, the grammar of the sentence read or the letter cluster information.

Students identify and change pitch for common punctuation marks and

Students begin to use independently the reading strategies that were previously cued and scaffolded by others.

Students display literal comprehension by:

(1) retelling what they have read using the text as a prompt if necessary;

(2) answering questions that relate to information stated explicitly; and

(3) retelling the key points.

Students display inferential comprehension by using the cover, the title and the text they have read so far to predict what might be said on later pages, how the text might end, and to suggest

Students infer how some characters in a text may perceive or feel about other characters in a text and suggest how these feelings may influence how characters behave.

Students link events and the feelings of characters in the story with the experiences of readers.

Students review and consolidate what they have read both when part of the way through the text and after having read it.

Students infer how alternative endings or outcomes would be possible for a text they have read.

Students suggest possible

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textual features.

Students recognise and self correct grammatical errors while reading.

Students recall, in order, some of the main ideas or events in a text they have read.

Students display in their reading aloud reading patterns modelled by others, for example, they display changes in pausing and stress patterns modelled by others.

Students apply particular sentence reading strategies when these are scaffolded by others, for example, they make a picture of sentences they read when cued, and then describe the mental picture.

who and what questions the text might answer.

Students, having read a short text, infer possible events that might have occurred before the story began.

Students infer how characters may have felt in the context and how they may have felt had events been different.

Students infer the motives of characters.

Students infer the reason why the text was written.

meanings for unfamiliar words in the text by using its context, the sentence context and its letter pattern.

Students describe how reading examples of rhyming text has a different outcome from reading examples of prose.

Students engage in early silent reading activities, for example, matching sentences and phrases with referent pictures, arranging sentence cards in order to tell a story, and completing simple close activities without reading aloud.

Students talk about how they felt while reading and how reading helped them.

Progressing towards Level 2

Progression Point 1.75

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- recognition of a wide range of letters and sounds, and blends in words of more than one syllable
- use of strategies for working out the meaning of unfamiliar words in context; for example, sounding out, rereading, using cues from illustrations
- self-correction, and use of punctuation to contribute to meaning when reading aloud; for example, recognition of quotation marks to identify a speaker’s words
- ordered retelling of main ideas from a text they have read
- response to ideas in short print and electronic literary texts.

Indicators of Progress

Students decide on at least two likely topics of a text and ‘sharpen’ or refine their prediction. They can suggest appropriate words that might be encountered in the text and can say in sentences what it might say.

Students read the text aloud with fluency and recognise when what they have said does not make sense, and reread to self correct. They can identify when they make errors that are inconsistent with the meaning or topic of the text, the grammar of the sentence read or the letter cluster information, and increase their self-correction strategies using these three sources of information.

Students display literal comprehension by:

- (1) retelling what they have read and including key ideas; and
- (2) answering questions that relate to information stated explicitly.

Students display inferential comprehension by using the cover, the title and the text they have read so far:

- (1) to predict whether the text is more likely to be imaginative or reality based and what might be said;
- (2) to suggest who, when, where, how and what questions the text might answer;

Students infer the reason why the text was written.

Students infer how some characters in a text may perceive or feel about other characters in a text and suggest how these feelings may influence how characters behave.

Students link events and the feelings of characters in the story with the experiences of readers.

Students identify how the language used in the text helps readers to have particular feelings or to have particular beliefs about the text.

Students describe how reading verse has a different

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Students transfer the integrated use of the meaning or topic of the text, the grammar of the sentence read or the letter cluster information to silent reading contexts and spontaneously self correct using these three sources of information.

Students talk about the picture they make while reading a text.

Students recall, in order, the main ideas or events in a text they have read and use connectives to link the main ideas, for example, first, and then.

Students continue to use independently the reading strategies that were previously cued and scaffolded by others.

(3) to infer the feelings of characters; and

(4) to review and consolidate what they have read both when part of the way through the text and after having read it.

Students infer other possible endings for the text read, giving alternative ways of resolving the issue(s) developed in the narrative.

Students infer the feelings of characters, how they may have felt had events been different, infer their motives and reasons for doing what they did, and infer why the different characters in a narrative may have had different feelings about the same event.

outcome from reading prose.

Students suggest synonyms for words in the text and possible meanings for unfamiliar words in texts by using their context, the sentence, and one or more of the letters in the given word.

Students engage in silent independent reading activities, for example, they read silently for short periods of time and retell the stories in their own words, do the actions described in sentences without reading them aloud, arrange sentence cards in order to tell a story and complete simple close activities.

Students talk about how they felt while reading and how reading helped them.

Standard 2.0

At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.

Indicators of Progress

Students talk about the reading actions they will use as they read and begin to plan how they will use them.

Students decide the likely topic of a text by using fewer illustrations and more written text information, such as notes on the back cover or hearing the first paragraph of the text read to them. They can adjust their predicted topic, suggest words, phrases and ideas that the text might say and suggest questions the text might answer.

Students read the text aloud relatively fluently and integrate text information from multiple sources, thus demonstrating their knowledge of the topic, the text structure, and the sentence and letter patterns. They recognise when they

Students display literal comprehension by:

- (1) retelling what they have read in their own words and including key ideas;
- (2) answering questions that relate to information stated explicitly;
- (3) locating directly stated information from the text and interpreting labelled diagrams;
- (4) doing the actions described in sentences, for example following a simple recipe;
- (5) arranging sentence cards in order to tell a story; and
- (6) completing simple close activities.

Students display inferential comprehension while

Students work out the meanings of unfamiliar words by:

- (1) suggesting synonyms for them; and
- (2) using the word's context, the sentence and one or more of its letters.

Students infer an author's purpose for writing a text and recognise that texts are written for particular purposes.

Students distinguish between texts that are:

- (1) narrative versus factual; and
- (2) that represent real versus imaginary experiences and explain the meanings of simple imagery and figurative text.

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<p>misread words and take steps to self correct. When they lose reading fluency, they take steps to regain it.</p> <p>Students engage in silent reading activities. For example they read silently for short periods of time.</p> <p>Students review and consolidate what they have read both during and after reading.</p> <p>Students paraphrase and visualise text as they read it.</p> <p>Students suggest questions that the text answers as they read through it.</p>	<p>reading the text by using the portion they have read so far to predict whether the text is more likely to be imaginative or reality based, what might be said, suggest who, when, where, how and what questions the text might answer, predict plausible endings and infer the feelings of characters.</p> <p>Students infer how ideas and events might differ given changes and alternatives. For example having read about the life cycle of a butterfly, they predict how the life cycle might be affected by a drought.</p>	<p>Students talk about actions (that is, strategic activities) that they used while reading, to help themselves to read.</p> <p>Students describe how reading helps them and is a useful activity. For example, to have particular feelings, or to teach new ideas.</p>
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Progressing towards Level 3

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of strategies for working out meanings of unfamiliar words and phrases in context of texts read independently; for example, suggestions of synonyms for familiar words
- understanding of author’s purpose for writing a text; for example, to narrate, to inform, and of how well the text achieved its purpose
- understanding of and responses to texts with several short paragraphs in print and electronic forms
- comprehension of ideas in informative and imaginative texts
- prediction of likely events and inferences about the consequence of actions represented in texts.

Indicators of Progress

Students decide the likely topic of the text by using illustrations and written text information such as the contents page and chapter headings, suggest words, phrases and ideas that the text might say and suggest questions that the text might answer.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students work out the meanings of unfamiliar words in less redundant contexts by using text

Students show literal comprehension by paraphrasing a text, retelling the main ideas, answering questions about ideas mentioned explicitly in sentences, and selecting accurate rewordings of the texts.

Students show inferential comprehension by predicting/anticipating events that may occur in the narratives and by inferring in time about the theme and the consequence of actions in familiar events.

Students identify the words used in a text to describe particular characters and events.

Students distinguish between different types of narratives and how this difference helps you to understand the text, for example:

- (1) fairytale versus an historical story;
- (2) a nursery rhyme versus an adventure story.

Students talk about the actions they use while reading to help themselves to read.

Students describe how reading helps them and is a useful activity, for example, to have particular feelings, to teach new ideas.

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information and by linking the unfamiliar words and phrases with synonyms.

Students paraphrase sentences in the text while reading and then predict following ideas. They discuss why saying a sentence another way is a useful comprehending action while reading.

Students suggest the author's purpose for writing the text and how well the text achieved its purpose, for example, did a text that was intended to scare/amuse readers actually do this?

Students evaluate whether the characters or events are likely to occur in real life.

Students look for informational text with a small number of separate facts presented in a list of dot-point format and they answer literal questions that require converting the list data to sentence form.

Progressing towards Level 3

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of strategies for reading texts with unfamiliar vocabulary and/or textual features such as captions for illustrations
- understanding of main ideas in a range of informative and imaginative texts
- recognition of connections between events in narrative texts
- comparison of information presented in different texts about the same topic
- discussion of events and characters’ actions in imaginative texts in the light of their own experience.

Indicators of Progress

Students describe their reading plan, for example, when reading a text, they first try to decide the likely topic, and suggest words, phrases and ideas that the text might say and questions the text might answer. They say where they might pause while reading, how they might update or review what they know having read the text, and what they might do if what they read does not make sense.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students work out the meanings of unfamiliar

Students paraphrase or retell a paragraph in a chapter while reading and then predict following ideas. They discuss why saying a sentence another way is a useful comprehending action while reading

Students visualise or imagine a sentence they have read and describe what the sentence evokes.

Students show literal comprehension by paraphrasing a text, retelling the main ideas, answering questions about ideas mentioned explicitly in sentences, selecting accurate rewordings of the texts, and identifying the words used in a text to describe particular characters and events.

Students evaluate descriptions of particular characters and events in terms of the reader’s feelings, for example, *How would you have felt if you were Harry being punished for what happened in the reptile house?*

Students suggest the author’s purpose for writing the text and how well it achieved its purpose, for example, *Did a text that was intended to scare/amuse readers actually do this?*

Students talk about the actions they use while reading to help themselves to read.

Students describe how reading helps them and is a useful activity, for example,

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words in less redundant contexts by using text information and by linking the unfamiliar words and phrases with synonyms.

Students use a more complex paraphrasing strategy; they paraphrase sentences that have embedded clauses and paraphrase sentences that refer to two events.

Students show inferential comprehension, for example, they recognise and link cause and effect or consequences that are specified across a sequence of sentences within a paragraph, infer the events that may have happened earlier and match paraphrases or restatements of descriptions of characters and events in a text of several paragraphs.

to discover what other people are thinking, and to teach new ideas efficiently.

For informational text with two discrete sets of separate facts presented in a list of dot-point format, they can:

- (1) answer literal questions that require linking or comparing data within or across the two sets; and
- (2) link a short paragraph with a diagram or set of diagrams, for example, by completing a cloze.

Progressing towards Level 3

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of their own knowledge of language structures and features in reading texts that present new and unfamiliar ideas and information
- reading of and responses to imaginative and informative texts, organised in a range of ways such as texts structured in short chapters, or linked sections of electronic texts
- note-taking and recording of key information from a range of texts
- recognition of how authors choose language to describe characters and events; for example, short sentences to build up to a climax, descriptive words to set a scene
- inferences about characters’ motivations and intentions in imaginative texts.

Indicators of Progress

Students describe their reading plan, for example, when reading a text, they decide the likely topic; suggest words, phrases and ideas that the text might say and questions the text might answer; say what actions they might use while reading; say how they will keep track of key ideas as they read; and say what they might do if what they read does not make sense.

Students decide the purposes of factual texts, for example, to tell them how to do something, to teach new ideas and to link the purpose with the action they might take after reading the text, such as answer questions or do a series of actions.

Students paraphrase and then visualise one and then two or three sentences as a useful strategy for both literal and inferential comprehension.

Students consolidate what they read in a range of ways; they can:

- (1) suggest or select the summary sentence for a sequence of narrative sentences or a paragraph; and
- (2) select the paragraph in a narrative that answers a particular question or that provides particular information.

Students show literal

Students suggest the author’s purpose for writing the text and how well it achieved its purpose, for example, Did a text help you to understand why X did Y?

Students talk about the actions they use while reading to help themselves to read, for example, to visualise a paragraph and then say what it said.

Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking, and to teach new ideas efficiently.

For informational text with three or more discrete sets of separate facts presented in a

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Students identify paragraph information that facilitates reading, for example, the key words, and the questions typically answered by factual text.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students work out the meanings of unfamiliar words in less redundant contexts by using text information across sentences in a text and gradually refine their understanding of a particular term.

Students build a set of images for a paragraph they read and describe the sequence of images; they use this to facilitate text recall and comprehension.

comprehension, they:

(1) locate and link information mentioned explicitly in successive paragraphs in a text, e.g., cause and effect; and

(2) identify key information such as the characteristics and features of items, individuals and events, mentioned explicitly in a paragraph.

Students show inferential comprehension in a range of ways; they can:

(1) infer possible antecedent events and feelings of characters mentioned in a text;

(2) answer questions that ask readers to infer cause and effect not stated directly in the text; and

(3) identify and synthesise the descriptions of characters and events across two paragraphs.

list of dot-point format, students:

(1) answer literal and inferential questions that require linking or comparing data within or across the sets;

(2) link a short summary or report with a diagram or set of diagrams, for example, by completing a close for a comic strip; and

(3) read text that describes a sequence of up to five actions in less familiar contexts and do the actions or say the actions that would be done in order.

Standard 3.0

At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters’ qualities, motives and actions. They infer meaning from material presented in informative texts. 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. They use several strategies to locate, select and record key information from texts.

Indicators of Progress

Students describe their reading plan for these types of texts. For example, when reading a text, they decide its likely topic, suggest words, phrases and ideas that the text might say and questions the text might answer; say what actions they might use while reading; say how they will keep track of key ideas as they read; and say what they might do if what they read does not make sense.

Students identify particular types of non-fiction texts, such as simple reports and explanatory texts and decide the purposes of these types of texts, for example, to describe how something happened or to explain why something happened, and link the purpose with the action they might take after reading the text, for

Students visualise a sequence of paragraphs they read and describe the sequence of images. They use this to facilitate text recall and comprehension.

Students learn to paraphrase and then visualise one and then two or three paragraphs that relate to a particular topic to assist both literal and inferential comprehension. They use the images to think about possibilities that assist inferential comprehension during reading.

Students say the questions that are answered by particular sentences in the text, for example, they read *Butterflies begin life as tiny eggs*, and link this with *How do butterflies begin life?*

Students consolidate what they read in a range of ways.

(2) answer questions to infer cause and effect across paragraphs;

(3) read between the lines and infer the nature of possible changes;

(4) answer questions that ask readers to infer *What would happen if...?* by changing ideas in the text; and

(5) identify and synthesise the descriptions of characters and events across several paragraphs, suggest why the characters and events are described in particular ways and suggest what might be alternative ways of describing them.

Students suggest the author’s purpose for writing the text and how well it achieved its purpose, for example, *did a text help you*

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<p>example, tell someone else what happened or answer questions about why something happened.</p> <p>Students identify paragraph information that facilitates reading, for example, learn to use topic sentences as a way of understanding what a paragraph is about. Students read a topic sentence, paraphrase it and infer what the paragraph might say.</p> <p>Students read the text independently, either silently or aloud as appropriate. They may switch from one mode to the other if necessary for comprehension or other communication purposes.</p> <p>Students work out the meanings of unfamiliar words in less redundant contexts by synthesising text information across sentences in factual text and gradually refine their understanding of the term as they continue to read.</p>	<p>They can:</p> <p>(1) suggest or select the summary sentence for a sequence of narrative sentences or a paragraph; and</p> <p>(2) select the paragraph in a narrative that answers a particular question or that provides particular information.</p> <p>Students show literal comprehension. They use several strategies to locate, select and record key information from texts.</p> <p>Students show inferential comprehension in a range of ways. They can:</p> <p>(1) infer possible antecedent motives and characteristics;</p>	<p><i>to understand why X did Y?</i></p> <p>Students identify how language is used in different ways by different writers to represent characters, people and events in different ways, for example, by comparing two reports about the same topic.</p> <p>Students talk about the actions they use while reading to help themselves to read, for example, using topic sentences.</p> <p>Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking, and to teach new ideas efficiently.</p>
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Progressing towards Level 4

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- interpretations of and responses to a range of literary and everyday texts
- understanding of how authors construct print and electronic texts for different intended audiences and purposes; for example, a letter to a friend or report for the school newsletter
- connections between evidence stated and inferred in texts and their own knowledge and experience to clarify understanding of texts
- predictions and inferences about possible consequences of actions and events during reading
- recognition that texts reflect socio-cultural values, attitudes and beliefs.

Indicators of Progress

Students describe their reading plan for these types of texts as per level 3, and modify their reading plan for texts beyond level 3, to include paraphrasing and visualising as they read.

Students distinguish between factual texts targeting different topics, for example, distinguish between scientific, sporting and historical texts and identify what each type of text might tell the reader, for example, scientific texts tell us about the world or how things work; sports texts tell us how sports such as cricket are played; and historical texts tell us what things happened in the past, and how people lived. Students

Students work out the meanings of unfamiliar words in less redundant contexts by synthesising text information across sentences in factual texts and gradually refine their understanding of a particular term as they continue to read.

Students use various paragraph comprehending strategies in an integrated way, for example, they:

- (1) select key ideas;
- (2) paraphrase a paragraph consisting of more complex sentences, for example, sentences that have embedded phrases and clauses, and describe the ideas;

Students say the questions that are answered by particular paragraphs in the text.

Students adapt the consolidation strategies in level 3 to the current texts.

Students display literal, inferential and evaluative comprehension as per level 3, and in doing so, support their interpretations with evidence both from the text and their general knowledge.

Students identify the intended purpose of texts and the audience intended by the writer.

Students locate some of the structures of narratives,

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use these decisions to decide possible questions that each type of text might answer.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

(3) paraphrase and visualise the more complex sentences;

(4) predict events and infer possible consequences before they read on; and

(5) draw on relatively explicit concrete contextual cues and synthesise sentence meanings across two or three sentences in a paragraph of actions.

reports and arguments. They can describe, for example, the techniques writers use to link sentences in more complex ways.

Students identify the attitudes and beliefs of various characters, and analyse the use of imagery for specific events and characters, plot and setting.

Students recognise how texts present particular cultural or historical values and attitudes.

Progressing towards Level 4

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- identification of the intended purposes of a wide range of literary and everyday texts
- understanding of features of different kinds of texts; for example, characterisation and plot in narratives, or headings and visual information in informative texts
- use of evidence drawn from the text to support interpretations
- use of strategies for interpreting texts with unfamiliar ideas and vocabulary; for example, reading on and reading back, summarising or paraphrasing
- identification of socio-cultural values, attitudes and beliefs represented in literary texts.

Indicators of Progress

Students describe their reading plan for these types of texts as per level 3 and modify these to include summarising and reviewing.

Students distinguish between factual texts targeting other topics, for example, distinguish between technology and media texts and identify what each type of text might tell the reader. Students use these decisions to decide possible questions that each type of text might answer.

Students read the text independently, either silently or aloud, as appropriate; they may switch from one mode to the other if

Students use various paragraph comprehending strategies in an integrated way, for example, they:

- (1) synthesise meanings across sentences in paragraphs;
- (2) summarise a paragraph of two or three sentences;
- (3) apply summarising to a sequence of paragraphs in a longer text; they read each paragraph, ask themselves, What has this been about? and summarise it;
- (4) use topic sentences to summarise paragraphs and to organise a text into meaningful sections for

Students use review strategies to summarise the texts.

Students display literal, inferential and evaluative comprehension; analyse these texts and support their interpretations with evidence from the text.

Students compare two sets of text that relate to the same topic on a range of criteria, for example, matched news articles from different newspapers; or evaluate two factual Internet sources that relate to the same topic on a range of criteria.

Students identify the

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necessary for comprehension or other communication purposes.

Students work out the meanings of unfamiliar words in less redundant contexts by synthesising text information across sentences in factual text and gradually refine their understanding of a particular term as they continue to read.

informative texts; and

(5) use the summary of a paragraph to predict events and infer possible consequences.

Students say the questions that are answered by particular paragraphs in the text.

purposes of the texts and how they present the attitudes and beliefs of individuals.

Students analyse imagery and dialogue, point of view, plot and setting in these types of texts.

Students identify how texts present particular cultural or historical values and attitudes.

Progressing towards Level 4

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- interpretations of and responses to a wide range of print and multimodal texts
- understanding and discussion of the textual features of different texts; for example, sequence of ideas in persuasive texts
- analysis and discussion of a range of perspectives presented in different texts on the same topic
- use of a variety of comprehension strategies; for example, reviewing, summarising, asking questions or predicting
- identification of the ways in which texts present a range of values and attitudes.

Indicators of Progress

Students modify their reading plan for texts beyond level 3, to include synthesising paragraph summaries across paragraphs.

Students integrate particular types of texts learnt in level 3 and factual texts targeting different topics developed in 3.25 and 3.5 so that students can decide possible questions that each type of text might answer, for example, what a sporting explanation might tell them as opposed to a sporting description.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for

Students work out the meanings of unfamiliar words in less redundant contexts by synthesising text information across sentences in factual text and gradually refine their understanding of a term as they continue to read.

Students use various paragraph comprehending strategies in an integrated way, for example, they:

- (1) review and summarise paragraphs;
- (2) synthesise summaries across paragraphs; and
- (3) use topic sentences for informative texts to identify the main questions to be examined by each paragraph

Students say the questions that are answered by particular paragraphs in the text.

Students display literal, inferential and evaluative comprehension as per level 3, and analyse these texts and support their interpretations with evidence from the text, for example, evidence that relates to different cultural or historical perspectives.

Students identify how texts are constructed for particular purposes and how they present particular cultural or historical values and attitudes.

Students contrast and compare the different

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comprehension or other communication purposes.

and use the paragraph level questions to integrate the meaning of the text.

structures of narratives, reports and arguments.

Students analyse the use of imagery, characterisation, dialogue, point of view, plot and setting from the cultural perspectives represented.

Standard 4.0

At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes and audiences, and identify how socio-cultural values, attitudes and beliefs are presented in texts. They analyse information, imagery, characterisation, dialogue, point of view, plot and setting. 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.

Indicators of Progress

Students describe their reading plan for these types of texts. For example, their plan explicitly mentions at least some of the following:

- (1) before beginning to read the text in depth they will skim it to decide its likely topic and how it fits with what they know, what it might tell them and questions it might answer;
- (2) they may also need to decide why the text was written, that is, what the author’s purpose or intention was;
- (3) what actions they might use while reading, what they might do if what they read does not make sense;
- (4) plan where they will pause and review what the text has said so far;
- (5) how they will keep track of key ideas as they read; and

Students use vocabulary enhancement strategies to work out the subject-specific meanings of unfamiliar topic words by noticing when each is first mentioned and other concepts they know that accompany it, for example, for biodiversity in the sentence “More than three million types of living things inhabit the earth. We refer to this range of life as biodiversity.” Students paraphrase and visualise the sentences and link the ideas with the new word and say what it might mean. They can use a dictionary or glossary to check or modify their understanding in the specific context.

Students use sentence comprehending strategies such as combining visualising and paraphrasing to understand the meanings of general statements such as “Deserts are usually found in areas close to the

(4) implement simple and direct action sequences.

Students show inferential comprehension in a range of ways. They can:

- (1) infer possible antecedent motives and characteristics;
- (2) answer questions that ask readers to infer cause and effect across paragraphs;
- (3) read between the lines and infer the cause and nature of possible changes;
- (4) answer questions that ask readers to infer What would happen if.....? by changing ideas in the text;
- (5) identify and synthesise concepts and events across several paragraphs, suggest why concepts, characters and events are described in particular ways and suggest what might be alternative ways of describing them; and
- (6) identify how socio-

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<p>(6) the steps they will take to make sure they actually add new ideas to what they know.</p> <p>Students skim and scan the text, use the headings and subheadings and any illustrations to decide its likely topic.</p> <p>Students identify how a text is organised, distinguish between particular types of informative texts and use this to assist them to interpret texts that have unfamiliar ideas and information. They can:</p> <ol style="list-style-type: none">(1) distinguish between some of the following - simple types of explanatory text, descriptive texts, fiction, opinions and persuasive text;(2) say what they might know having read a particular type of text, for example, be able to describe how something happened or to explain why something happened; and(3) link this with actions they might take after reading the text, for example, tell someone else what happened or answer questions about why something happened. <p>Students read the text independently, either silently or aloud as appropriate. They may switch from one mode to the</p>	<p>Tropics of Cancer and Capricorn, that is, both north and south of the equator between latitudes of 15° and 30°.”</p> <p>Students use paragraph comprehending strategies to infer the main idea of a paragraph. For example, in using the topic sentence they read the topic sentence, paraphrase it and infer what the paragraph might mean.</p> <p>Students use underlining procedures to record the key ideas in the text as they read.</p> <p>Students use paragraph synthesis strategies. For example, they paraphrase the topic sentence of each paragraph and integrate these.</p> <p>Students consolidate and review what they read by describing in key words or sentences the synthesis of the paragraphs. They can suggest or select the summary sentence for a sequence of narrative sentences or a paragraph.</p> <p>Students show literal comprehension. They:</p> <ol style="list-style-type: none">(1) retell the key ideas in the text;(2) answer questions about the key ideas, using several strategies to locate, select and record key information from texts;(3) support their	<p>cultural values, attitudes and beliefs are presented in particular texts.</p> <p>Students suggest the author’s purpose for writing the text, for example, the author’s point of view.</p> <p>Students suggest how well the text achieved its purpose, for example, Did a text help you to understand why X did Y?</p> <p>Students describe how texts they read are written for particular purposes. They:</p> <ol style="list-style-type: none">(1) analyse a writer’s imagery, characterisation, dialogue, plot and setting; and(2) identify how language is used in different ways by different writers to represent characters, people and events in different ways, for example, by comparing two reports about the same topic. <p>Students talk about the actions they use while reading to learn, for example, to skim and scan using the headings and subheadings, to paraphrase and visualise, to plan where they will pause and review, to predict and to infer.</p> <p>Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking and to teach new ideas efficiently.</p>
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other if necessary for
comprehension or other
communication purposes.

interpretations with evidence
drawn from the text; and

Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- personal responses to a range of texts; for example, written reviews or role-plays
- use of knowledge of text organisation to interpret texts containing unfamiliar ideas and information
- identification and explanations of different interpretations of texts
- explanations of how authors of print and multimodal texts use a variety of techniques to engage audiences
- identification of strategies used by authors to persuade others to share a point of view.

Indicators of Progress

Students describe their reading plan for these types of texts, noting some of the actions mentioned in level 4 and modify their plans, particularly in terms of how they will comprehend general statements and use the main ideas in sentences to comprehend paragraphs.

Students skim and scan the text using the sequence of topic sentences to decide its likely topic and combine these using headings in level 4.

Students identify how a text is organised, distinguish between particular types of informative texts and use this to assist them to interpret texts as in level 4.

Students read the text

Students use sentence-level comprehending strategies such as combining visualising and paraphrasing to understand the meanings of conditional general statements such as “The onyx used to roam all over the Arabian Peninsula until hunters, with modern technology such as four-wheel drives and automatic guns wiped them out in the early 1970s.” or “A solid retains its shape unless it is acted on by a force.”

Students use the paragraph-level comprehending strategy of selecting the main idea in each sentence and sequencing them in the intended way, for example, heavy rain in areas with little plant life → the ground

(2) identify different interpretations of a text and explain why these arise and justify their interpretation of each by selecting supporting evidence from the text.

Students suggest the author’s purpose for writing the text (for example, the author’s point of view), justify their suggestion by selecting supporting evidence from the text, and evaluate how well the text achieved its purpose, for example, Whether a text helped them to understand why X did Y.

Students describe how texts are written for particular purposes, they:

(1) describe, identify and explain how writers use

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independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students work out the subject-specific meanings of an unfamiliar topic word by noticing, when it is first mentioned, whether other concepts they know accompany it. If they do not, they may be able to analyse the word morphographically to work out its meaning, for example, for 'biodiversity' they identify that 'bio' is to do with life or living and 'diversity' with difference or a range of things. They can use a dictionary or glossary to check or modify their understanding in the specific context.

water carries rock and sand → the water rubs away the soil → wadis. They record key ideas in the text by taking notes as they read.

Students use paragraph synthesis strategies; they paraphrase each topic sentence and integrate these. They synthesise this strategy when summarising each paragraph.

Students consolidate what they read by suggesting or selecting the summary sentence for a sequence of narrative sentences or a paragraph.

Students show literal comprehension as in level 4, for example, they identify and discuss the main ideas, themes or issues raised in a text and implement slightly more complex action sequences using text in which the description of the actions does not match exactly the order in which the actions will be done.

Students show inferential comprehension in some of the ways described in level 4, for example, they:

(1) infer unstated information including cause–effect and motivation; and

language techniques (such as humour or suspense) to engage readers, and analyse how writers use imagery and plot;

(2) identify how language is used in different ways by different writers to represent events in different ways, for example, by comparing two reports about the same topic; and

(3) decide how well the way the text was written helped them comprehend the ideas.

Students talk about the actions they use while reading to learn, for example, to skim and scan the text, using the sequence of topic sentences to identify how a text is organised, to analyse unfamiliar words by looking at their meanings, to visualise and paraphrase sentences, and to understand paragraphs by selecting the main idea in each sentence.

Students describe how reading helps them and is a useful activity, for example, to teach new ideas efficiently, and to learn how different people think about a topic.

Progressing towards Level 5

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- responses to a range of personal, imaginative, informative and persuasive texts
- discussion and exploration of ideas and issues presented in a wide range of texts
- identification of key ideas by skimming, scanning and use of topic sentences
- explanations about how a text can be interpreted from a variety of perspectives
- recognition that texts are produced for multiple audiences, purposes and contexts
- use of evidence from a text to support their own interpretations.

Indicators of Progress

Students describe their reading plan for these types of texts noting most of the actions mentioned in level 4, and modify their reading plan to include the use of the strategies below.

Students skim and scan the text for key words and use these to decide its likely topic; they

(1) note when they will scan in this way (when topic sentences and headings are not available);

(2) integrate this with the matching strategies used in levels 4 and 4.25;

(3) integrate this with what they know, and infer what it might tell them; and

(4) suggest questions it might answer.

Students identify how a text is organised, distinguish

sentence comprehending strategies developed in levels 4 and 4.25 such as paraphrasing and visualising the sentence.

Students use paragraph comprehending strategies to infer and evaluate the main idea of a paragraph: they say the questions that are answered by particular sentences in the text and use the sequence of questions to synthesise the ideas in the paragraph.

Students use paragraph synthesis strategies; they identify the key questions answered by each paragraph and use these to integrate the ideas in the text. They combine this strategy with the paragraph synthesis strategies used in levels 4 and 4.25.

Students consolidate and review what they read by

(2) infer cause and effect across paragraphs and the nature of possible changes;

(3) answer questions that ask them to infer *What would happen if.....?* by changing ideas in the text.

Students show they are aware that particular topics can be described in multiple ways, leading to alternative interpretations: they identify how a topic could be written in different ways, leading to multiple interpretations, for example, they compare how a goldminer, a trooper and a merchant described the Eureka stockade fight or compare two newspaper articles about the location of a bus stop, one written by someone in favour of it and a second person who wants it located elsewhere. They note how the language used in the alternative versions of

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between particular types of informative texts and use this to assist them to interpret texts that have unfamiliar ideas and information, noting some of the actions mentioned in level 4.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students use vocabulary enhancement strategies for text where there is little redundant information for unfamiliar terms and when morphographic analysis is difficult. To work out the meanings of the unfamiliar words, readers reread the preceding few sentences, paraphrase and visualise them and use this to suggest possible synonyms or phrases to decide what the words might mean. They can use a dictionary or glossary to check or modify their understanding in the specific context.

Students use sentence comprehending strategies such as deciding whether a sentence could be a general statement, a particular statement or a conditional general statement, and use the appropriate

selecting the paragraphs that answer particular questions or provide particular information, and note the main questions answered by the text. They record key ideas in the text in a concept or semantic network as they read.

Students show literal comprehension; they

(1) retell the key ideas in the text;

(2) answer questions about the key ideas, using several strategies to locate, select and record key information;

(3) do the action sequences or procedures described in procedural texts or manuals where the description of the actions does not match the order in which they need to be done;

(4) identify and synthesise concepts and events across several paragraphs; and

(5) support their interpretations with evidence drawn from the text.

Students show inferential comprehension in a range of ways; they

(1) read between the lines and infer features and characteristics of key concepts and predict possible events;

each event differs and how it could lead to different impressions of the same events.

Students suggest the author's purpose for writing the text (for example, the author's point of view or attitudes) and how well the text achieved its purpose, for example, What did the writer seem to assume about the readers? How suitable was the text for adolescent readers?

Students describe how texts are written for particular purposes; they

(1) identify and infer some of the techniques used to foster a particular interpretation, for example, *Would you have been as interested if the writer had said / worried if the writer had said ... ?*; and

(2) analyse how writers use imagery and characterisation.

Students talk about the actions they use while reading to learn.

Students describe how reading helps them and is a useful activity.

Progressing towards Level 5

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- development of extended personal responses to a range of texts in oral and dramatic presentations, print and multimodal forms
- discussion of different views and values presented in texts
- use of a range of strategies for interpreting texts, including formulation of questions, comparison of different texts, and identification of cause-and-effect connections
- comparison of how information and ideas are presented in a variety of ways in different texts
- critical evaluation of information presented in print and multimodal texts.

Indicators of Progress

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Students describe their reading plan for these types of texts noting most of the actions mentioned in level 4, and modify their reading plan to include the use of the strategies below.

Students skim and scan the text using an abstract or introduction to assist, and integrate into this the corresponding strategies in levels 4, 4.25 and 4.5 to help students decide how it fits with what they know, what it might tell them and questions it might answer.

Students identify how a text is organised, distinguish between particular types of informative texts and use this to assist them to interpret texts that have unfamiliar ideas and information, noting some of the actions mentioned in level 4.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students use vocabulary enhancement strategies to work out the subject-specific meanings of unfamiliar topic words by selecting the most appropriate strategy or combination of strategies from the three types

Students use paragraph synthesis strategies by selecting the most appropriate ones from those developed in levels 4, 4.25 and 4.5 to integrate the ideas in the text.

Students consolidate and review what they have read, they:

- (1) say or write as briefly as possible the key ideas;
- (2) note the key questions answered by the text; and
- (3) note how the interpretation of the text is influenced by the language used by the writer.

Students show literal comprehension, they:

- (1) retell the key ideas in the text;
- (2) say questions that the text answers;
- (3) answer questions about the key ideas, using several strategies to locate, select and record key information;
- (4) implement more complex action sequences where the reader needs to decide which action to do at any time based on the outcomes of earlier actions, with the text describing how and when to do each action;
- (5) identify and synthesise

(3) answer questions that ask them to infer *What would happen if.....?* by changing ideas in the text; and

(4) develop critical and personal responses, such as interpretive pieces or character profiles.

Students show they are aware that particular topics can be described and interpreted in multiple ways: they infer why a topic may be written and interpreted in different ways. For example, they infer why a goldminer, a trooper and a merchant might describe the Eureka stockade fight in different ways. They infer how the language used in the alternative versions of each event differs and how it could lead to different impressions of the same events. They note how an interpretation of a text can be influenced by factors such as the reader's age, occupation or social status and by the words and language used in it.

Students suggest the author's purpose for writing the text, infer the author's point of view or attitudes and how well the text achieved its purpose, for example, What did the writer seem to assume about the readers? How suitable was the text for adolescent

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developed in levels 4, 4.25 and 4.5.

Students use sentence comprehending strategies by selecting the most appropriate ones from those developed in levels 4, 4.25 and 4.5. Students read sequences of sentences such as general statements, particular statements and conditional statements and use the appropriate sentence comprehending strategy.

Students use paragraph comprehending strategies by identifying the main and subordinate ideas across paragraphs in a text, then integrate these into a summary representation and evaluate the summary in terms of the adequacy of its fit with the paragraph.

concepts and events across several paragraphs; and

(6) support their interpretations with evidence drawn from the text.

Students show inferential comprehension in a range of ways, they:

(1) read between the lines and infer features and characteristics of key concepts and predict possible events;

(2) infer cause and effect across paragraphs and the nature of possible changes;

readers? They evaluate the quality of the information presented.

Students describe how texts are written for particular purposes, they:

(1) identify and infer some of the techniques used to foster a particular interpretation, for example, Would you have been as interested if the writer had said / worried if the writer had said ... ?; and

(2) analyse how writers use imagery and characterisation.

Students talk about the actions they use while reading to learn.

Students describe how reading helps them and is a useful activity.

Standard 5.0

At Level 5, students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. They produce personal responses, for example, interpretive pieces and character profiles. They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.

Indicators of Progress

Students use and describe their reading plan for these types of texts. For example, their plan explicitly mentions skimming the text to link its likely topic with what they know, why the text was written, what it might tell them, the actions they might use while reading and how they will add new ideas to what they know as per level 4. As well, they modify their plan to deal with the more complex language of the text.

Students skim and scan the text by using the strategies developed from levels 4–5 but modify them for selecting the main ideas in conceptually dense or extended texts.

Students identify how a text is organised (in terms of the types of texts to which they have been exposed) and state what they might know

Students use paragraph comprehending strategies described in level 4 and modified for more complex text. They identify the main and subordinate ideas across sentences and integrate these into a summary.

Students use paragraph synthesis strategies. They use the synthesis strategies described in level 4 and identify the main and subordinate ideas across text comprising up to five paragraphs and integrate these into a summary.

Students use various strategies for recording key ideas in the text they read, for example, note taking for longer fictional texts by drawing a network of meanings in the text.

Students consolidate and review what they read in a range of ways. They

(2) infer cause and effect across paragraphs, predict possible events and consequences;

(3) infer *What would happen if...?* by changing conditions in the text and predict the nature of changes; and

(4) develop critical and personal responses, such as interpretive pieces or character profiles.

Students suggest the author's purpose for writing the text, infer the author's point of view or attitudes and how well the text achieved its purpose. They evaluate the quality of the information presented and analyse how social values or attitudes are conveyed for example, social values in historical or humanities texts.

Students describe the

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<p>having read it.</p> <p>Students read the text independently, either silently or aloud as appropriate. They may switch from one mode to the other if necessary for comprehension or other communication purposes.</p> <p>Students use vocabulary enhancement strategies to work out the subject-specific meanings of unfamiliar topic words by using the word meaning strategies developed in levels 4–5 and then decontextualise them or make them more abstract by talking about the meaning in a more general way.</p> <p>Students use strategies necessary for comprehending the range of sentences in text at this level. They use paraphrasing and visualising to understand the meanings of the different types of statements (for example, particular, procedural, general and conditional general statements). They switch between using different strategies depending on the type of statement. As well, they recognise figurative ideas in sentences and use the appropriate strategies for comprehending these.</p>	<p>construct or select a summary of a text read and implement the set of actions described in a text</p> <p>Students show literal comprehension of the relevant text. For example, they:</p> <ol style="list-style-type: none"> (1) retell the key and subordinate ideas in the text; (2) answer questions, using several strategies to locate, select and record targeted information; (3) support their interpretations with information drawn from the text; and (4) explore, discuss and articulate questions that the text answers. <p>Students show inferential comprehension of the relevant texts in a range of ways; they</p> <ol style="list-style-type: none"> (1) read between the lines and infer features and characteristics of key concepts; 	<p>characteristics of texts and how these influence how the texts achieve their purposes. They analyse how writers use language in various ways, for example, they use imagery, characterisation and setting in novels and persuasive texts to convey their intention.</p> <p>Students talk about the actions they use to comprehend the texts at this level, for example, how they:</p> <ol style="list-style-type: none"> (1) pursue the argument presented by a writer; (2) identify cultural or historical influences on the ideas presented; and (3) read to learn. <p>Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking, and to teach new ideas efficiently.</p>
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Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- responses to a variety of texts that explore a range of ideas and issues
- discussion of how the use of language varies according to context, purpose and audience
- comparison of texts that present issues and ideas in a variety of ways
- responses to a wide range of imaginative, informative and persuasive texts in oral, written and multimodal forms
- summary and presentation of information and ideas on a topic from several different texts.

Indicators of Progress

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Students describe their reading plan for the texts, mentioning explicitly the activities listed in level 5. As well, they modify their plan to note the use of imagery in the text.

Students skim and scan the text by using the strategies developed in levels 4–5 and modified for selecting:

(1) the main ideas in more complex informational text; and

(2) the use of figurative language and socio-cultural perspectives in conceptually dense or extended texts.

Students identify how a text is organised as developed in levels 4–5. In addition, they note the extent to which the text uses figurative versus literal language, where it is referenced in time and place, and what these mean for what they might know, having read it.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students use vocabulary enhancement strategies to

Students use paragraph comprehending strategies described in levels 4–5 and modified for more complex text: they identify or infer the questions answered by each sentence and use these to identify the main questions answered by a paragraph.

Students use paragraph synthesis strategies; they use the synthesis strategies described in levels 4–5 and identify the themes and sub-themes across a chapter in a longer fictional text and integrate these into a summary.

Students use various strategies for recording key ideas in the text they read, such as note taking for informational texts by drawing a network of meanings in the text.

Students consolidate and review what they read in a range of ways, they:

(1) construct or select a summary of a text read; and

(2) implement the set of actions described in a text.

Students show literal comprehension; in addition to the outcomes in level 5, they show literal comprehension of figurative language and cultural or historical perspectives in their retelling.

Students suggest the author's purpose for writing the text, infer the author's point of view or attitudes and how well the text achieved its purpose; they produce personal interpretive responses to texts, for example, character profiles; and they identify the themes and issues explored in texts, providing supporting evidence to justify their interpretations.

Students describe the characteristics of texts and how these influence how well the texts achieve their purposes; they analyse how:

(1) writers differ in their use of language to represent characters, people, plot and events, for example, by comparing two reports about the same topic or issue and compare the language used by each; and

(2) figurative language and metaphor can sometimes assist text interpretation over literal language, in informational text as well as in persuasive and fictional or narrative text.

Students talk about the actions they use to comprehend the texts at this level, for example:

(1) to pursue the argument presented by a writer;

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work out the subject-specific meanings of unfamiliar topic words by using the word meaning strategies developed in levels 4–5 and linking the words with other abstract concepts specified in the text.

Students use strategies described in levels 4–5 and in addition use the appropriate strategies for comprehending figurative ideas in sentences.

Students show inferential comprehension in a range of ways; in addition to the outcomes in level 5, they suggest why concepts, characters or events are described in particular ways, suggest what might be alternative ways of describing them, and identify how socio-cultural values, attitudes and beliefs are presented in particular texts.

(2) to identify cultural or historical influences on the ideas presented; and

(3) while reading to learn.

Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking, and to teach new ideas efficiently.

Progressing towards Level 6

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- discussion of how contemporary and classical literary texts explore ideas and issues relevant to their own lives
- understanding of how variations in language, form and context affect interpretations of texts
- explorations of how texts vary according to context and purpose; for example, contemporary newspaper stories, classical fables, narrative poems, lyrics of popular songs
- personal responses to key ideas and issues in literary texts in oral, dramatic, written and multimodal presentations
- identification of different perspectives and information used in texts presenting a range of points of view.

Indicators of Progress

Students describe their reading plan for these types of texts, mentioning explicitly the activities in level 5. As well, they modify their plan to deal with the more complex language of the text.

Students skim and scan the text by using the strategies developed from levels 4–5 but modified for selecting the main ideas in more complex informational text and note the use of metaphoric language, historical and socio-cultural perspectives in argumentative and persuasive or extended texts.

Students use paragraph comprehending strategies described in levels 4–5.25 and modified for more complex text, they:

- (1) read between the lines and infer cause–effect and the nature of possible changes across a paragraph; and
- (2) use creative visualisation of sentences in a paragraph (for example, for narrative fantasy texts) to assist inferring and reading between the lines.

Students use paragraph synthesis strategies. They use the synthesis strategies

Students show inferential comprehension in a range of ways. In addition to the outcomes in level 5.25, they identify:

- (1) how socio-cultural values, attitudes and beliefs are presented in particular texts and how these affect text comprehension; and
- (2) how persuasive techniques are used in simple written arguments and debates.

Students suggest the author’s purpose for writing the text, infer the author’s point of view or attitudes and how well the text

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<p>Students identify how a text is organised and in addition to noting the decisions about how a text is organised, developed in levels 4–5.25, distinguish between literal versus figurative text and note whether the text uses metaphor or satire, what this means for what they might know having read the text, and the reading actions they might use.</p> <p>Students read the text independently, either silently or aloud as appropriate. They may switch from one mode to the other if necessary for comprehension or other communication purposes.</p> <p>Students use vocabulary enhancement strategies to work out the subject-specific meanings of unfamiliar topic words by using the word meaning strategies developed in levels 4–5.25 and by linking word meanings with either more general or more specific concepts mentioned in the text.</p> <p>Students use sentence strategies described in levels 4–5.25 and in addition recognise metaphoric ideas in sentences and use the appropriate strategies for comprehending these (for example, using cultural analogy and constructing a</p>	<p>described in levels 4–5.25 and identify the main and subordinate ideas across a chapter in an informative text and integrate these into a summary.</p> <p>Students use various strategies for recording key ideas in the text they read. They take notes for opinion and argumentative texts by drawing a network of meanings in the text.</p> <p>Students consolidate and review what they read in a range of ways, they:</p> <ol style="list-style-type: none">(1) construct or select a summary of a text read; and(2) implement the set of actions described in a text. <p>Students show literal comprehension. In addition to the outcomes in level 5.25, they show literal comprehension of metaphoric language and cultural or historical perspectives in their retelling, and implement the more complex action sequences described in the operational texts. The reader needs to decide which action to do at any time, based on the outcomes of earlier actions, with the text describing how and when to do each action.</p>	<p>achieves its purpose. They infer meanings and messages in texts and compare the presentation of information and ideas in different texts, for example, in two persuasive texts targeting the same topic or two biographies describing the same character.</p> <p>Students describe the characteristics of texts and how these influence how well the texts achieve their purposes. They analyse multiple texts that address an issue and compare the language used by each, identify how a writer’s attitudes and intentions are reflected in the information used, and evaluate the logic of the argument provided by each.</p> <p>Students talk about the actions they use to comprehend the texts at this level, for example:</p> <ol style="list-style-type: none">(1) to pursue the argument presented by a writer;(2) to identify cultural or historical influences on the ideas presented; and(3) while reading to learn. <p>Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking, and to teach new ideas efficiently.</p>
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literal interpretation) and for comprehending cultural influences in the text.

Students explore how texts vary according to context and purpose.

Progressing towards Level 6

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- reflection on ideas and issues relevant to their own lives that are explored in imaginative, informative and persuasive texts
- discussion of the impact of aspects of texts; for example, the use of imagery and symbolism
- identification of multiple purposes within the same texts; for example, editorials intended to inform, warn or persuade
- critical analyses of and responses to a wide range of imaginative, informative and persuasive texts
- use of metalanguage to compare features of different kinds of texts such as play scripts, films, novels

Indicators of Progress

Students describe their reading plan for these types of texts, mentioning explicitly the activities in level 5.

Students skim and scan the text by using the strategies developed from levels 4–5.5 and modified to include selecting the main ideas in more complex informational text, and note the use of symbolic language, and historical and socio-cultural perspectives in conceptually dense or extended text.

Students identify how a text is organised, and in addition to noting the decisions about how a text is organised, as developed in levels 4–5.5,

Students use paragraph synthesis strategies described in levels 4–5.5 and identify the theme and sub-themes in a chapter of fiction across two or more chapters in a longer fictional text and integrate these into a summary of each chapter and use these to compare the chapters.

Students use various strategies for recording key ideas in the text they read: they use note taking to record and compare the main ideas in different texts using concept and semantic mapping procedures.

Students consolidate and review what they read in a

Students suggest the author’s purpose for writing the text, and infer the author’s point of view or attitudes and how well the text achieves its purpose; they infer the purposes of two or three texts targeting the same topic and identify the disposition and attitudes of each author.

Students describe the characteristics of texts and how these influence how well the texts achieve their purposes, they:

(1) analyse and explain similarities and differences between texts and discuss how the ideas in a text are determined by the context,

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distinguish symbolic text from other types of text, where it is referenced in time and place, and what this means for what they might know having read a particular type of text.

Students read the text independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students use vocabulary enhancement strategies to work out the subject-specific meanings of unfamiliar topic words by using the word meaning strategies developed in levels 4–5.5 to link the meaning with either more general or more specific concepts mentioned in the text.

Students use sentence strategies described in levels 4–5.5, and in addition, they recognise symbolic ideas in sentences and use the appropriate strategies for comprehending these (for example, using analogy and constructing a literal interpretation) and for comprehending cultural influences in the text.

Students use paragraph comprehending strategies described in levels 4–5.5 and modified for more complex text; they link global issues and specific

range of ways, they:

- (1) construct or select a summary of a text read; and
- (2) implement the set of actions described in a text.

Students show literal comprehension; in addition to the outcomes in level 5.5, they:

- (1) read several texts that address an issue and identify the perspective of each and the information used to support it; and
- (2) compare and evaluate, using various criteria, two action sequences described in texts.

Students show inferential comprehension in a range of ways; in addition to the outcomes in level 5.5, they analyse the ideas in two or more articles that debate an issue and

- (1) evaluate the argument in each;
- (2) interpret texts both subjectively and in more objective and critical ways to identify multiple perspectives; and
- (3) explain the ways in which a text could change if set in a different social, cultural, historical or industrial context.

time or culture in which they are based; and

- (2) identify the language used to present points of view from particular social, political or cultural perspectives (for example, how different groups would construct conservation in text).

Students talk about the actions they use to comprehend the texts at this level, for example:

- (1) to pursue the argument presented by a writer;
- (2) to identify cultural or historical influences on the ideas presented; and
- (3) while reading to learn.

Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking, and to teach new ideas efficiently.

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events represented in a paragraph.		
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Standard 6.0

At Level 6, students read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts and synthesise information from different texts to draw conclusions.

Indicators of Progress

Students describe their reading plan for these types of texts, mentioning explicitly the activities covered in 5.00 to 5.75.

Students skim and scan the text by using the strategies developed from level 5.00 to 5.75 in an integrated, selective way

Students identify instances of the text characteristics developed from 5.00 to 5.75 and what these mean for what the text might ‘tell them’, that is, what they will learn from the text.

Students read the range of texts at this level independently, either silently or aloud as appropriate; they may switch from one mode to the other if necessary for comprehension or other communication purposes.

Students use the range of vocabulary enhancement

Students use paragraph synthesis strategies described in 5.00 to 5.75 to synthesise an understanding of the relevant types of text.

Students record the key ideas in the text they read using the most appropriate note taking strategies.

Students consolidate and review what they read in relevant ways.

Students show literal comprehension for the types of texts read from 5.00 to 6.00 and compare literal comprehension across two or more of the texts. They retell the key and subordinate ideas in the texts, locate, select and record targeted information, support their interpretations with information from the text, say questions that the text answers and show literal comprehension of figurative

Students suggest the author’s purpose for writing the text, infer the author’s point of view or attitudes and evaluate how well the text achieved its purpose, their political, social and historical disposition and how these influenced the information presented.

Students describe the characteristics of texts and how these influence how well the texts achieve their purposes, they:

(1) identify the significance of symbols that have specific cultural or temporal meaning and

(2) compare and contrast the typical features or conventions of particular text types, such as the use of imagery and stereotyping in advertisements or symbolism in stories and poetry.

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strategies covered in 5.00 to 5.75 to work out the subject specific meanings of unfamiliar topic words.

Students use the range of sentence strategies described in 5.00 to 5.75 in a strategic and systematic way to comprehend the targeted types of sentences.

Students apply the paragraph comprehending strategies described in 5.00 to 5.75 to the appropriate types of text.

and symbolic texts. They implement complex action sequences described in operational texts.

Students show inferential comprehension in a range of ways described for 5.00 to 5.75, compare and evaluate inferential interpretations of two or more texts and identify how a text might change if set in a different social, cultural, historical or industrial context.

Students talk about the actions they use to comprehend the texts at this level, for example:

(1) to pursue the argument presented by a writer;

(2) to identify cultural or historical influences on the ideas presented;

(3) while reading to learn.

Students describe how reading helps them and is a useful activity, for example, to discover what other people are thinking, to teach new ideas efficiently.