Purple

Learning Process	Learning Intention	1	2	3	4	5	6	7	8	9
Making Meaning: Comprehension Strategies	Connecting - I find the answers in different places in the text and join this information together to make connections									
	Connecting, Comparing - I relate the information and ideas from the text to my own experience to form an opinion									
	Connecting - I make connections to myself, other texts and my world									
	Comparing - I compare and contrast information in the text to make a judgement									
	Comparing - I can compare characters personalities, and different versions of the same text									
Making Meaning: Thinking Critically	Predicting - I look for clues in the text to make, confirm or refine my predictions, before, and during reading									
	Predicting - I use evidence in the text to support my predictions, or make an inference when there is none									
	Self Questioning - I ask and answer questions about what I am reading, before, during and after									
	Self Questioning - I generate questions to help me to locate information on a topic									
	Self Questioning - I ask myself questions when I lose meaning to help me self correct									
	Visualising - I imagine what the author meant by building pictures in my mind									
	Visualising - I can draw, sketch or make a diagram of my thinking									
	Summarising, Paraphrasing - I identify key words									

	Summarising, Paraphrasing - I use key words to work out what the hidden meaning is									
	Summarising, Paraphrasing - I can draw a conclusion and say make a statement in my own words									
	Inferring - I know the answer is not always made explicit in the text									
	Inferring - I can make an inference about what the author was thinking but didn't say									
	Analysing - I make decisions about whether the text is fit for purpose									
	Analysing - I find answers in the text									
	Analysing - I read back into the text to work out which character I am reading about									
	Analysing - I can identify and describe what the author wanted me to feel, thinkn about or see									
	Analysing - I can identify key events in the text									
	Analysing - I can identify and explain the writers purpose using evidence from the text									
	Evaluating - I evaluate all the information so I can decide what I think (form an opinion)									
	Justifying - I think critically and justify my judgement using evidence from the text									
	Justifying - I justify my opinion using evidence from the text									
	Justifying - I use words and phrases from the text to justify my thinking									
	Deciding - I make decisions about which texts will suit my purpose									

Building Knowledge: Decoding	Text Conventions - I can find information in visual language features such as text boxes									
	Text Conventions - I make justified predictions from the scanning the cover, title and blurb									
	Text Conventions - I know how to use a glossary, footnotes, index and contents to get information									
	Text Conventions - I understand information by interpreting graphic features in text									
	Text Conventions - I find and summarise information by: skimming and scanning, identifying key words, by using sub-headings									
	Text Conventions - I know how to take effective notes by: identifying the key points, summarising, remembering what part the notes relate to, writing quickly									
	Information Literacy - I am learning to locate and evaluate information for an inquiry topic									
	Information Literacy - I know how to find information quickly using a table on contents an index, or a web menu									
	Word Attack - I use a range of word attack strategies when I come across a word I don't know such as: I work out the meaning of unknown words by using clues in the text, I work out from other nearby words what an unknown word means									
	Word Attack - I use the computer, a glossary or a dictionary to find the meaning of a word if I can't work it out									

	Word Knowledge - I understand the purpose of basic punctuation									
	Word Knowledge - I know th meanings of common prefixes and suffixes un, re, in, ly, less									
	Word Knowledge - I can automatically read all high frequency words									
	Word Knowledge - I know the synonyms and multi meanings of left, might, right, fine									
	Word Knowledge - I know a wide range of colloquialisms, word families and sentences and phrase structures to help understand the text									
	Word knowledge - I actively seek to extend my vocabulary									
	Word Knowledge -I recognise and understand some figurative language									

Applying Understanding	Self Monitoring - I use a variety of strategies when I lose meaning such as: rereading, reading on, or slowing down my reading pace, searching for clues in the text, making a prediction, making connections to what I know, imagining what I am reading, asking myself questions to clarify my understanding									
	Fluency - I can keep track of ideas across longer sections of texts									
	Fluency - I can read aloud the dialogue with good expression when there is more than one character speaking									
	Reflecting - I use the text to challenge my own thinking and preferences									

	Reflecting - I reflect (self-monitor) to make meaning, using a range of strategies when I am confused									
	Reflecting - I talk about how I am developing as a reader									
	Self as a Reader - I know what genres I like reading									
	Self as a Reader - I know what level of text is suitable for me to read									
	Self as a Reader - I know a wide range of texts									
	Self as a Reader - I read for sustained periods of time									