| Learning | Learning Intention | \\\\1- 4 | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ |)A/==1: 0 | Mast. 4 | \\\\\-\- |)A/= -1- 0 | \\/a=1-7 | Masta 0 | Masta 0 |
|-----------------------------|--|----------|--|-----------|---------|----------|------------|----------|---------|---------|
| Process | _ | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
| Making Meaning: | Connecting - I find the answers in different | | Bringing | | | | | | | |
| Comprehension Strategies | places in the text and join this information | | Stories to | | | | | | | |
| | together to make connections | | <u>Life</u> | | | | | | | |
| | 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 | Predicting - I look for clues in the text to | | | | | | | | | |
| Thinking Critically | make, confirm or refine my predictions, | | | | | | | | | |
| Officially | 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 | | | | | | | | | |

| Ourse de la Deute de la contra dela contra de la contra dela contra de la contra dela contra de la contra dela contra de la contra dela contra | | | | | |
|---|--|--|--|--|--|
| 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, think | | | | | |
| 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 | | | | | |

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
|------------------------|--|--------------------|--------|--------|---------------------|--------|--------|--------|--------|--------|
| Building | Text Conventions - I can find information | | | | | | | | | |
| Knowledge: Decoding | 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 | <u>NZ</u> | | | | | | | | |
| | information by interpreting graphic | Information | | | | | | | | |
| | features in text | Activity | | | | | | | | |
| | Text Conventions - I find and summarise | <u>NZ</u> | | | Craters of | | | | | |
| | information by: skimming and scanning, | Information | | | the Moon | | | | | |
| | identifying key words, by using | <u>Activity</u> | | | | | | | | |
| | sub-headings | N 7 | | | | | | | | - |
| | Text Conventions - I know how to take | NZ | | | | | | | | |
| | effective notes by: identifying the key | <u>Information</u> | | | | | | | | |
| | points, summarising, remembering what | <u>Activity</u> | | | | | | | | |
| | part the notes relate to, writing quickly | NZ | | | Cretore of | 1 | | | | |
| | Information Literacy - I am learning to locate and evaluate information for an | Information | | | Craters of the Moon | | | | | |
| | inquiry topic | Activity | | | the Moon | | | | | |
| | Information Literacy - I know how to find | Activity | | - | | + | | | | |
| | information quickly using a table of | | | | | | | | | |
| | 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 the 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 | | | | |

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 |
|---------------|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Applying | Self Monitoring - I use a variety of | | | | | | | | | |
| Understanding | 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 | | | | | | | | | |