Reading Rubric: National Curriculum Levels 3 – 4

(Approximately Years 5 & 6)

AF	Strategy & Skill	Transitional to Extending Reader (DRA 28 - 38)			Extending to Fluent Reader (DRA 40 - 50)		
		Level 3c	**Level 3b**	**Level 3a**	**Level 4c**	**Level 4b**	**Level 4a**
	Knowledge of Sight Words	- With rapid recognition, accurately reads all words from Cayman Islands' HFW lists 1, 2, 3, 4 and 5	-With rapid recognition, accurately reads all words from Cayman Islands' HFW lists 1, 2, 3, 4, 5 and 6	- With rapid recognition, accurately reads all words from Cayman Islands' HFW lists 1, 2, 3, 4, 5, 6 and 7	- Continues to read sight words quickly and with automaticity (*)		
	Using Phonetic Knowledge	-Blends two and three syllable words including plurals, contractions, possessives, and compound words and is beginning to apply this to words with complex spelling patterns	-Blends words with three or more syllables, including plurals, contractions, possessives, compound words, and with a variety of complex spelling patterns	- Quickly blends words with three or more syllables, including plurals, contractions, possessives, compound words, and with a variety of complex spelling patterns	- Quickly blends most polysyllabic words and with a variety of complex (regular and irregular) spelling patterns (*)	- Quickly blends most polysyllabic words and with a variety of complex (regular and irregular) spelling patterns (*)	- Quickly blends most polysyllabic words and with a variety of complex (regular and irregular) spelling patterns (*)
	Self-Monitoring and Correcting	Word/Sentence Level -Quickly self-corrects miscues at the point of error and is beginning to self-correct when errors detract from the meaning of the text - When reading aloud, is beginning to self-correct some intonation, punctuation and expression errors when they do not reflect the meaning Text Level - With prompting, is beginning to check on understanding	Word/Sentence Level -Quickly self-corrects miscues at the point of error and self-corrects with increasing proficiency when errors detract from the meaning of the text - When reading aloud, self-corrects some intonation, punctuation and expression errors when they do not reflect the meaning Text Level - Beginning to check on understanding and sometimes applies a fix-up strategy (e.g., go back and re-read, read slower, take notes, etc.)	Word/Sentence Level -Quickly and proficiently self-corrects miscues at the point of error and self-corrects when errors detract from the meaning of the text - When reading aloud, self-corrects most intonation, punctuation and expression errors when they do not reflect the meaning Text Level - Checks on understanding and uses a few fix-up strategies (e.g., go back and re-read, read slower, take notes, etc.)	Word/Sentence Level - Continues to monitor accuracy, self-correcting quickly and with automaticity when errors detract from meaning (*) Text Level - Self-monitors understanding and draws from a range of fix-up strategies when necessary (e.g., go back and re-read, ask questions, read slower, take notes, etc.)	Word/Sentence Level - Continues to monitor accuracy, self-correcting quickly and with automaticity when errors detract from meaning across increasingly complex text (*) Text Level - Self-monitors understanding and draws from a range of fix-up strategies when necessary (e.g., go back and re-read, ask questions, read slower, take notes, etc.) and can discuss one part of the text where a fix-up strategy was used	Word/Sentence Level - Continues to monitor accuracy, self-correcting quickly and with automaticity when errors detract from meaning across increasingly complex text (*) Text Level - Self-monitors understanding and strategically draws from a range of fix-up strategies when necessary (e.g., go back and re-read, ask questions, read slower, take notes, etc.) and can discuss in some detail one part of the text where a fix-up strategy was used
AF 1	**Word Solving Strategies**	When solving unknown words or correcting miscues: - Demonstrates active word solving while reading at a good pace - Flexibly uses a wide range of word solving strategies and confidently explains thinking, such as: • through multiple sources of information (M, S, V) • noticing simple word parts, endings, prefixes • using known words to solve new words • using the sentence, paragraph, or whole text to determine the meaning of a word (e.g., inferring at the word level, context clues) • segmenting a longer word into syllables in order to decode manageable units • using graphics and definitions embedded in the text to solve content specific words • re-reading	When solving unknown words or correcting miscues: - Demonstrates competent, active word solving while reading at a good pace - Flexibly uses a wide range of word solving strategies and confidently explains thinking, such as: • through multiple sources of information (M, S, V) • noticing simple word parts, endings, prefixes • using known words to solve new words • using the sentence, paragraph, or whole text to determine the meaning of a word (e.g., inferring at the word level, context clues) • segmenting a longer word into syllables in order to decode manageable units • using graphics and definitions embedded in the text to solve content specific words • re-reading	When solving unknown words or correcting miscues: - Demonstrates competent, active word solving while reading at a good pace with less overt problem solving - Flexibly uses a wide range of word solving strategies and confidently explains thinking, such as: • through multiple sources of information (M, S, V) • noticing simple word parts, endings, prefixes • using known words to solve new words • using the sentence, paragraph, or whole text to determine the meaning of a word (e.g., inferring at the word level, context clues) • segmenting a longer word into syllables in order to decode manageable units • using graphics and definitions embedded in the text to solve content-specific words • re-reading	When solving unknown words or correcting miscues: - Demonstrates ability to automatically and flexibly **use a wide range** of word-solving strategies, such as: • noticing new and interesting words, record them, and actively add them to speaking or written vocabulary • noticing word parts, endings, prefixes, suffixes, vowel patterns • using background knowledge to solve undefined words • using graphics, embedded definitions, text content, and reader's tools (e.g., glossaries, dictionaries) to solve words, including content-specific and technical words • using the context of a sentence, paragraph, or whole text to determine the meaning of a word (e.g., infer at the word level, context clues) • developing a deeper understanding of words that have been encountered before but are not familiar • identifying words with multiple meanings, discussing alternative meanings, and selecting the precise meaning within the text • applying problem solving strategies to technical words or proper nouns that are challenging	When solving unknown words or correcting miscues: - Demonstrates ability to automatically and flexibly **use an increasingly wide range** of word-solving strategies, such as: • noticing new and interesting words, record them, and actively add them to speaking or written vocabulary • noticing word parts, endings, prefixes, suffixes, vowel patterns, phonogram patterns • using background knowledge to solve undefined words • using graphics, embedded definitions, text content, and reader's tools (e.g., glossaries, dictionaries) to solve words, including content-specific and technical words • using the context of a sentence, paragraph, or whole text to determine the meaning of a word (e.g., infer at the word level, context clues) • developing a deeper understanding of words that have been encountered before but are not familiar • identifying words with multiple meanings, discussing alternative meanings, and selecting the precise meaning within the text • applying problem solving strategies to technical words or proper nouns that are challenging	When solving unknown words or correcting miscues: - Demonstrates ability to automatically, flexibly, and **strategically use a wide range** of word-solving strategies, such as: • noticing new and interesting words, record them, and actively add them to speaking or written vocabulary • noticing word parts, endings, prefixes, suffixes, vowel patterns, phonogram patterns • using background knowledge to solve undefined words • using graphics, embedded definitions, text content, and reader's tools (e.g., glossaries, dictionaries) to solve words, including content-specific and technical words • using the context of a sentence, paragraph, or whole text to determine the meaning of a word (e.g., infer at the word level, context clues) • developing a deeper understanding of words that have been encountered before but are not familiar • identifying words with multiple meanings, discussing alternative meanings, and selecting the precise meaning within the text • applying problem solving strategies to technical words or proper nouns that are challenging
	Fluency, Expression and Phrasing	- Generally reads in longer phrases, demonstrating appropriate stress on key words, pausing and phrasing, intonation, and use of end punctuation and commas - Demonstrates ability to sustain reading for at least 15 minutes with interest and engagement	- Consistently reads in longer phrases, demonstrating appropriate stress on key words, pausing and phrasing, intonation, and use of end punctuation and commas - Expression reflects mood, pace, and tension at times - Demonstrates ability to sustain reading for 15 to 20 minutes with interest and engagement	- Effectively demonstrates phrased, fluent oral reading, with appropriate stress on key words, pausing and phrasing, intonation, and use of the full range of punctuation, using size of font, bold and italics - Expression reflects mood, pace, and tension and shows understanding of the text - Demonstrates ability to sustain reading for at least 20 minutes with interest and engagement	- Continues to read texts accurately with fluency, intonation, expression, and rate/pace in a way that reflects deeper meaning, purpose, and/or genre - Reads a wide variety of increasingly complex texts and genres with increasing stamina for a particular purpose and pleasure - Sustains attention to a text read over several days, remembering details	- Continues to read texts accurately with fluency, intonation, expression, and rat/pace in a way that reflects deeper meaning, purpose, and/or genre - Reads a wide variety of increasingly complex texts and genres with stamina for a particular purpose and pleasure - Sustains attention to a text read over several days, remembering details	-Continues to read texts accurately with fluency, intonation, expression, and rate/pace in a way that reflects deeper meaning, purpose, and/or genre - Reads a wide variety of increasingly complex texts and genres with stamina for a particular purpose and pleasure - Sustains attention to a text read over several days, remembering details
	Metacognition	- Identifies and uses at least one metacognitive strategy (e.g., predicting, text-to-self connections, activating prior knowledge, etc.) with limited prompting	- Identifies and uses at least one metacognitive strategy (e.g., predicting, text-to-self connections, activating prior knowledge, etc.)	- Identifies and uses at least one metacognitive strategy (e.g., predicting, text-to-self connections, activating prior knowledge, etc.) and gives a limited example	- Identifies and uses at least one metacognitive strategy (e.g., synthesising, sensory images, asking questions, etc.) while reading, and gives a general example	- Identifies and uses at least one metacognitive strategy (e.g., synthesising, sensory images, asking questions, etc.) while reading, and gives at least one specific example with some details	- Confidently uses at least one metacognitive strategy (e.g., synthesising, sensory images, asking questions, etc.) while reading, and gives at least two specific examples with relevant details

		Level 3c	**Level 3b**	**Level 3a**	**Level 4c**	**Level 4b**	**Level 4a**
AF 2	**Recalling & Searching for Information / Determining Importance**	- Recalls main points of a text and, when prompted, sometimes refers to the text to support comments - After reading, realizes when more information is needed and returns to the text to search for more information - Re-reads text and knows how to use a variety of readers' tools to search for and gather information, such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, and author's notes	- Recalls main points of a text and sometimes refers to the text to support comments - After reading, locates some important information from the text to accurately respond to questions or prompts - Re-reads text and knows how to use a variety of reading tools to search for and gather information, such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, and author's notes.	- Recall main points of a text and refers to the text to support comments with some relevant details that are generally accurate - After reading, locates all important information from the text to accurately respond to questions or prompts - Re-reads text and knows how to use a variety of readers' tools to search for and gather information, such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, author's notes.	- Determines important points that generally represent the big ideas and are related to the purpose for reading - Re-reads text and knows how to use a variety of reader's tools to search for and gather information from texts of increasing difficulty such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, author's notes (*)	- Determines important points that represent the big ideas and are related to the purpose for reading - Re-reads text and knows how to use a variety of reader's tools to search for and gather information from texts of increasing difficulty such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, author's notes (*)	- Determines important points that represent the big ideas and are related to the purpose for reading with texts of increasing complexity (e.g., complex plots, detailed informational texts, etc.) - Re-reads text and knows how to use a variety of reader's tools to search for and gather information from texts of increasing difficulty such as: illustrations, chapter titles, diagrams, labels, maps, index, table of contents, glossary, headings, charts, captions, author's notes (*)
AF3	**Predicting**	- Before and during reading, makes logical predictions based on personal experiences, content knowledge, and knowledge of similar texts/text structure -Consistently searches for text evidence that confirms or refutes predictions - Justifies predictions using evidence and explains in some detail	- Before and during reading, makes a wide range of logical predictions (e.g., plot, characters, topic and/or sub-topics) based on personal experiences, content knowledge, and knowledge of similar texts/text structure - Adjusts predictions during reading when new and/or contradicting information is presented - Justifies predictions using evidence and explains in detail	- Before and during reading, make a wide range of thoughtful predictions (e.g., plot, characters, topic and/or sub-topic) based on personal experiences, content knowledge, and knowledge of similar texts/text structure - Adjusts predictions during reading when new and/or contradicting information is presented and justifies changes with text evidence - Justifies predictions using evidence and explains in detail	- Before and during reading, makes a wide range of insightful predictions based on personal experiences, content knowledge, and knowledge of similar texts/text structure - Adjusts predictions during reading when new and/or contradicting information is presented - Justifies predictions using evidence and explains in detail	- Before and during reading, makes a wide range of insightful predictions based on personal experiences, content knowledge, and knowledge of similar texts/text structure - Adjusts predictions during reading when new and/or contradicting information is presented - Justifies predictions using evidence and explains in detail	- Before and during reading, makes a wide range of insightful predictions based on personal experiences, content knowledge, and knowledge of similar texts/text structure - Continually adjusts/revises predictions during reading when new and/or contradicting information is presented - Justifies predictions in detail with evidence from the text or from knowledge of genre
	Asking Questions (*See Q-chart and Blooms Taxonomy for question stems)	- Before, during, and after reading, asks logical, factual, predictive and some analytical questions within the text and beyond the text	- Before, during, and after reading, asks logical, factual, predictive and analytical questions within the text and beyond the text	- Before, during and after reading, ask a wide range of thoughtful factual, predictive and analytical questions within the text and beyond the text	- Before, during and after reading, asks a wide range of insightful, factual, predictive, analytical and some evaluative questions based within the text, beyond the text and about the text	- Before, during and after reading, asks a wide range of insightful, factual, predictive, analytical and evaluative questions based within the text, beyond the text, about the text, and generates interesting discussion	- Before, during and after reading, asks a wide range of insightful, factual, predictive, analytical and evaluative questions based within the text, beyond the text, about the text at strategic points that will enhance understanding, and generates interesting discussion
	Inferring	- Infers and discusses characters, their feelings/motives, problems/outcomes, setting, and big ideas, and uses some evidence (e.g., character actions, etc.) to support statements	- Infers and discusses characters, their feelings/motives, character traits, problems/outcomes, big ideas, and uses evidence (e.g., character actions, dialogue, etc.) to support statements	- Infers and discusses characters, their feelings/motives, character traits, changes over time, problems/outcomes, narrator, lesson learned, big ideas, and uses evidence (e.g., character actions, dialogue, etc.) to support statements	- Makes a wide range of inferences regarding characters and big ideas that go beyond the text (e.g., characters' feelings, motivations, traits, changes, lessons learned, problems, outcomes, humour, author's perspective, etc.) - Begins to discuss how inferences are applicable to personal life - Begins to infer the meaning of basic literary devices (e.g., personification, similes, etc.)	- Make a wide range of inferences regarding characters, big ideas or themes that go beyond the text and with texts of increasing complexity (e.g., characters' feelings, motivations, traits, changes, theme, lessons learned, problems, characters' point of view, outcomes, etc.) - Discusses how inferences are applicable to personal life and community - Infers the meaning of basic literary devices (e.g., personification, similes, hyperboles, etc.)	- Makes a wide range of insightful inferences regarding characters, big ideas or themes (e.g., characters' feelings, motivations, traits, changes, theme, lessons learned, problems, outcomes, etc.) that go beyond the text and with texts of increasing complexity - Discusses how inferences are applicable to own and other people's lives - With increasing accuracy, infers the meaning of most basic literary devices (e.g., personification, similes, symbolism, metaphors, hyperboles, foreshadowing, flashback, etc.)
	Sensory Images / Visualising	- Describes logical visual, sensory and/or emotional images that go beyond the literal text and include more personal experiences - Identifies key words in the text that help to create a mental image	- Describes logical and elaborate visual, sensory and/or emotional images that go beyond the literal text and include more personal experiences - Identifies key words and phrases in the text that help to create a mental image	- Describes logical and elaborate visual, sensory and/or emotional images that go beyond the literal text and include more personal experiences in detail - Identifies key sections of the text that help to create a mental image	- Continues to describe elaborate multisensory and/or emotional images that extend the text and is beginning to apply strategy at appropriate points of the text to somewhat enrich understanding - Begins to describe ways in which images help the reader understand more about the text	- Continues to describe elaborate multisensory and/or emotional images that extend the text and applies strategy at appropriate points of the text to enrich understanding - Describes ways in which images help the reader understand more about the text	- Continues to describe elaborate, vivid multisensory and/or emotional images and confidently applies strategy at appropriate points of the text to enrich understanding - Describes in detail ways in which images help the reader understand more about the text, identifying key evidence from the text or schema
AF 4	**Retell and Summarise**	- Provides an organized retell that includes many important ideas (e.g., events, problem/solution, steps, ideas, facts – in the correct order when appropriate) - Retells include some key vocabulary, but are generally in own language and include most characters' names	- Provides an organized summary using a scaffold (e.g., graphic organizer, summary frame, etc.) - Summary is in own language and includes most characters' names, some details, and important events/steps/facts in the correct order (when appropriate), as well as the problem and solution	- Provides an organized summary of a longer text with multiple episodes using a scaffold (e.g., graphic organizer, summary frame, etc.) - Summary is in own language and includes necessary information, including most characters' names, details, and important events/steps/facts in the correct order (when appropriate), as well as the problem and solution	- Provides an organised summary of a longer text with multiple episodes - Summary is in own language and includes information that is generally of greatest relevance, including characters' names, specific details, and important ideas about the problem, solution, plot, and characters - Summarises a text at intervals during the reading of a longer text	- Provides an organised summary of a longer text with multiple episodes, over chapters, or a series of short stories - Summary is in own language and includes information that is of greatest relevance, including characters' names, specific details, and important ideas about the problem, solution, plot, and characters - Summarises a text at intervals during the reading of a longer text of increasing complexity	- Provides an organised and succinct summary of a longer text with multiple episodes, over chapters, a series of short stories, or sequels related to the purpose for reading - Succinct summary is in own language and only includes information that is of greatest relevance, including characters' names, significant details, and important ideas about the problem, solution, plot and characters - Summarises a text at intervals during the reading of a longer text of increasing complexity across a range of genres

		Level 3c	Level 3b	Level 3a	Level 4c	Level 4b	Level 4a
AF 5	**Analyse Text Features (Organisation & Punctuation)**	Identifies and discusses a few basic features of how a text is organized related to the purpose for reading, including: • Aspects of a few different genres • Organizational structures (description, compare/contrast, temporal sequence, problem/solution, question/answer) • Layout (words in bold or larger font, or italics, variety in layout, and use of illustrations and other graphics)	Identifies and discusses an increasing range of basic features of how a text is organized related to the purpose for reading, including: • Aspects of a few different genres • Organizational structures (description, compare/contrast, temporal sequence, problem/solution, question/answer) • Layout (words in bold or larger font, or italics, variety in layout, and use of illustrations and other graphics)	Identifies and discusses most basic features of how a text is organized related to the purpose for reading, including: • Aspects of a few different genres • Organizational structures (description, compare/contrast, temporal sequence, problem/solution, question/answer) • Layout (words in bold or larger font, or italics, variety in layout, and use of illustrations and other graphics)	Identifies and discusses a few features of how a text is organised, including: • Aspects of most genres • Organisational structures of increasing complexity (description, compare/contrast, temporal sequence, problem/solution, question/answer, categories) • Layout (words in bold or larger font, italics, variety in layout, use of a variety of conventions, use of other graphics or illustrations to convey meaning or create mood) • Aspects of writer's craft (style, language, perspective, themes) after reading several texts by the same author • How the writer builds interest and suspense across a story	Identifies and discusses an increasing range of features of how a text is organized, including: • Aspects of most genres • Organisational structures of increasing complexity (description, compare/contrast, temporal sequence, problem/solution, question/answer, categories) • Layout (words in bold or larger font, italics, variety in layout, use of a variety of conventions, use of other graphics or illustrations to convey meaning or create mood) • Aspects of writer's craft (style, language, perspective, themes) after reading several texts by the same author • How the writer builds interest and suspense across a story	Identifies and discusses most features of how a text is organized, including: • Aspects of most genres • Organisational structures of increasing complexity (description, compare/contrast, temporal sequence, problem/solution, question/answer, categories) • Layout (words in bold or larger font, italics, variety in layout, use of a variety of conventions, use of other graphics or illustrations to convey meaning or create mood) • Aspects of writer's craft (style, language, perspective, themes) after reading several texts by the same author • How the writer builds interest and suspense across a story, providing examples • The structure of complex plots in fiction and the organisation of the text in nonfiction
	Analyse Text Features (Word Choice)	- Identifies and comments on a few basic features of word choice, including: • Language of time • Effect of specific words or phrases • Descriptive and specific language (e.g., adjectives, verbs, adverbs, proper nouns) • Basic figurative language (e.g., alliteration, onomatopoeia)	- Identifies and comments on an increasing range of features of word choice, including: • Language of time • Effect of specific words or phrases • Descriptive and specific language (e.g., adjectives, verbs, adverbs, proper nouns) • Basic figurative language (e.g., alliteration, onomatopoeia, simile) and how it adds meaning or enjoyment of a text	- Identifies and comments on most basic features of word choice, including: • Language of time • Effect of specific words or phrases • Descriptive and specific language (e.g., adjectives, verbs, adverbs, proper nouns) • Basic figurative language (e.g., alliteration, onomatopoeia, simile) and how it adds meaning or enjoyment of a text; beginning to infer meaning	- Identifies and discusses the effect of some aspects of the writer's use of word choice in texts with increasingly complex vocabulary, including: • Language of time • Effect of specific words or phrases • Interpretation of descriptive and figurative language (e.g., simile, personification, idiom, hyperbole, symbolism) and how it adds meaning or enjoyment and understanding of a text; infers meaning accurately • Style and mood of a whole text (e.g., humour, tension, fear, etc.)	- Identifies and discusses the effect of an increasing range of the writer's use of word choice in texts with increasingly complex vocabulary, including: • Language of time • Effect of specific words or phrases • Interpretation of descriptive and figurative language (e.g., simile, personification, idiom, hyperbole, symbolism) and how it adds meaning or enjoyment and understanding of a text; infers meaning accurately • Style and mood of a whole text (e.g., humour, tension, fear, etc.)	- Identifies and discusses, with justification, the effect of most of the writer's use of specific word choice in texts with increasingly complex vocabulary, including: • Language of time • Effect of specific words or phrases • Interpretation of descriptive and figurative language (e.g., simile, personification, idiom, hyperbole, symbolism) and how it adds meaning or enjoyment and understanding of a text; infers meaning accurately • Style and mood of a whole text (e.g., humour, tension, fear, etc.)
AF 6	**Author's Purpose (Evaluating / Critique)**	- Shares opinions/personal response about the quality of the text and **provides evidence from the text to support** them by: • Agreeing or disagreeing with the ideas in the text • Judging the text as interesting, enjoyable, or exciting, and specifying why • Identifying the main purpose of text (e.g. *"The text is trying to convince me…"*) with increasing awareness of the writer's viewpoint • Discussing the quality of the illustrations or graphics • Hypothesizing how characters could have behaved differently	- Shares opinions/personal response about the quality of the text and **provides evidence to support** them by: • Agreeing or disagreeing with the ideas in the text • Judging the text as interesting, enjoyable, or exciting, and specifying why • Identifying the main purpose of text (e.g. *"The text is trying to convince me…"*) with increasing awareness of the writer's viewpoint • Discussing the quality of the illustrations or graphics • Hypothesizing how characters could have behaved differently • Evaluating aspects of a text that add to enjoyment (e.g., loveable characters or familiar situations)	- Shares opinions/personal response about the quality of the text and **provides evidence to support** them by: • Agreeing or disagreeing with the ideas in the text • Judging the text as interesting, enjoyable, or exciting, and specifying why • Identifying the main purpose of the text (e.g. *"The text is trying to convince me…"*) with increasing awareness of the writer's viewpoint • Discussing the quality of the illustrations or graphics, and how they add to the quality of the text or provide additional information • Hypothesizing how characters could have behaved differently • Evaluating aspects of a text that add to enjoyment (e.g., loveable characters or familiar situations) • Noticing the author's qualifications to write an informational text (e.g., evaluating the credibility of a source) • Assessing whether a text is authentic and consistent with life experience or prior knowledge (i.e. in historical fiction)	- Shares insightful opinions about the text and **provides detailed evidence to support** them, including: • Explaining main purpose of text (e.g. *"The text is trying to convince me…"*) with an awareness of the writer's viewpoint • Assessing the quality of the illustrations or graphics, and how they add to the quality of the text or provide additional information • Hypothesising how characters could have behaved differently • Evaluating the text in terms of the reader's own experience • Evaluating aspects of a text that add to enjoyment (e.g., humorous characters or situations) or interest (e.g., plot or information) • Noticing the author's qualifications to write an informational text (e.g., evaluating the credibility of a source) through using other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) • Evaluating the author's use of characterisation and plot (e.g., believability or depth)	- Shares insightful opinions about the text and **provides detailed evidence to support** them, including: • Explaining main purpose of text (e.g. *"The text is trying to convince me…"*) with an awareness of the writer's viewpoint • Assessing the quality of the illustrations or graphics, and how they add to the quality of the text or provide additional information • Hypothesising how characters could have behaved differently • Evaluating the text in terms of the reader's own experience • Evaluating aspects of a text that add to enjoyment (e.g., humorous characters or situations) or interest (e.g., plot or information) • Noticing the author's qualifications to write an informational text (e.g., evaluating the credibility of a source) through using other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) • Evaluating the author's use of characterisation and plot (e.g., believability or depth)	- Shares insightful opinions about the text and **provides detailed evidence to support** the, including: • Explaining main purpose of text (e.g. *"The text is trying to convince me…"*) with an awareness of the writer's viewpoint • Assessing the quality of the illustrations or graphics, and how they add to the quality of the text or provide additional information • Hypothesising how characters could have behaved differently • Evaluating whether a text is authentic and consistent with prior knowledge, including how the text reflects the life of the reader • Evaluating aspects of a text that add to enjoyment (e.g., humorous characters or situations) or interest (e.g., plot or information) • Noticing the author's qualifications to write an informational text (e.g., evaluating the credibility of a source) through using other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) • Evaluating the author's use of characterisation and plot (e.g., believability or depth) • Critiquing a text as an example of a genre • Beginning to notice whether social issues, different cultural groups and/or historical fiction/events are accurately represented in a fiction or nonfiction text • Expressing tastes and preferences in reading and supporting choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

		Level 3c	Level 3b	Level 3a	Level 4c	Level 4b	Level 4a
AF 7	**Synthesise & Prior Knowledge (Schema)**	- Applies background knowledge (e.g., personal experiences, content/topic knowledge, etc.) to the understanding of a text and differentiates between prior knowledge and new information with a wide range of texts - Incorporates a few new ideas into present understanding - Beginning to express changes in ideas after reading a text	- Applies background knowledge (e.g., personal experiences, content/topic knowledge, etc.) to the understanding of a text and differentiates between prior knowledge and new information with a wide range of texts of increasing complexity - Incorporates many new ideas into present understanding -Expresses changes in ideas after reading a text, including noticing misconceptions	- Applies background knowledge (e.g., personal experiences, content/topic knowledge, etc.) to the understanding of a text and differentiates between prior knowledge and new information with a wide range of texts of increasing complexity and unfamiliar topics - Consistently incorporates most new ideas into present understanding -Expresses changes in ideas after reading a text, including explaining misconceptions with some justification	- Beginning to synthesise throughout longer texts and revise interpretations as new events and/or information is encountered, with some justification	- Synthesises across a range of texts and revises interpretations as new events and/or information is encountered, with justification - Beginning to acquire some new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places	- Synthesises across a range of texts of increasing complexity and revises interpretations as new events and/or information is encountered, with detailed justification - Acquires new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places
	Making Connections (Schema)	- Makes text-to-self, text-to-text and text-to-world connections that are increasingly relevant and reflect a deeper understanding of the text - Justifies connections using evidence and explains in some detail	- Makes relevant text-to-self-, text-to-text and text-to-world connections that reflect a deeper understanding of the text - Justifies connections using evidence and explains in detail	- Makes relevant text-to-self-, text-to-text and text-to-world connections that reflect a deeper understanding of the text, including people who live in different times or places - Justifies connections using evidence and explains in detail	- Makes relevant text-to-self, text-to-text, and text-to-world connections that reflect a deeper understanding of the text, including people who live in different times, places, and/or cultures - Justifies connections using evidence and explains in detail	-Makes relevant text-to-self, text-to-text and text-to-world connections that reflect a deeper understanding of the text, including people who live in different times, places, and/or cultures with texts of increasing complexity - Justifies connections using evidence and explains in detail	-Makes relevant text-to-self, text-to-text (e.g., within genres and across genres), and text-to-world connections that reflect a deeper understanding of the text, including people who live in different times, places, and/or cultures with texts of increasing complexity - Justifies connections using evidence and explains in detail

*The majority of the above outcomes are applicable when the student is **independently** reading within his/her developmental reading range and can confidently apply them across a variety of texts (e.g., fiction and non-fiction).

***AF 1 - Use a range of strategies, including accurate decoding of text, to read for meaning, AF 2 - Understand, describe, select, or retrieve information, events or ideas from texts and use quotations and references to text, AF 3 - Deduce, infer, or interpret information, events or ideas from texts, AF 4 - Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level, AF 5 - Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level, AF 6 - Identify and comment on the writer's purposes and viewpoints, and the overall effect of the text on the reader, AF 7 - Relate texts to their social, cultural, and historical traditions