Term 4 Reading Comprehension

This task incorporates 2 aspects of the English curriculum investigated during the term

1. Writing.......... students have been reading, following and writing procedural texts related to the many experiments and test completed this term. The key features, language and purpose of procedural texts have been highlighted.
2. Reading......... students have been using a variety of strategies to tune them into texts before reading them. They have been making predictions about the possible content and vocabulary before reading. Students have also been formulating and answering questions that relate to the literal and inferential content of the passage

This task demonstrates the student’s ability to identify information clearly stated (literal meaning), make connections between what is clearly stated and what is implied (inferential meaning) and to apply and make judgements based on the text.

Assessment

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| Literal meaning | Consistently demonstrated. Answers are detailed and have a context | Occasionally demonstrated. Answers contain minimal detail and may/ may not have context | Answers are not written in a sentence and have no context |
| Inferential meaning | Consistently demonstrated. Answers are detailed and have a context | Occasionally demonstrated. Answers contain minimal detail and may/ may not have context | Answers are not written in a sentence and have no context |
| Applied meaning | Consistently demonstrated. Answers are detailed and have a context | Occasionally demonstrated. Answers contain minimal detail and may/ may not have context | Answers are not written in a sentence and have no context |