

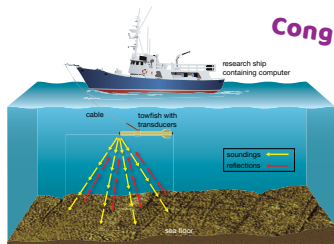


**Name** \_\_\_\_\_

**Class** \_\_\_\_\_

**Date** \_\_\_\_\_

**My 'take home' PM reading level is:** (29) (30)



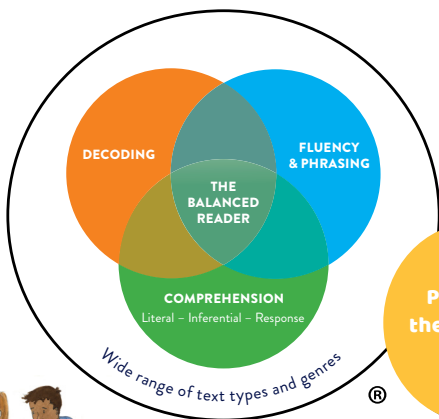
**Congratulations!**

**I've been  
working hard  
to become a  
BALANCED  
READER!**

**Could you please help me**

**practise and consolidate:**

- Looking at the cover, reading the title and discussing the type of text and its form (article, letter, journal, etc.)
- Identifying any 'tricky' or new words about the story or topic before I start reading
- Having a go at self-correcting a word or sentence
- Reading sentences with fluency (like we talk), pausing at the full stops and commas and using any other punctuation
- Understanding how to read all bold or italic words
- Breaking down words into syllables to help me say them
- Breaking down the different types of sentences to help me understand each part
- Checking that the story or topic makes sense as I'm reading
- Reading any maps, charts, timelines, photographs, illustrations, the contents page, captions, labels, diagrams, index and glossary to help me make sense of the text
- Summing up the main ideas of the text
- Using clues from the story or information to help me understand any 'hidden' meaning
- Talking about the author's point of view or how they have written the text
- Giving an opinion about the characters, topic or the whole text



PM Builds  
the Balanced  
Reader

### Glossary

- **Comprehension:** the ability of a reader to make meaning from text using a set of skills and strategies.
- **Decoding:** when a reader uses their knowledge of letters and sounds, and letter patterns, to say and read words correctly.
- **Fluency and Phrasing:** when a reader uses punctuation to break text into meaningful segments and reads with appropriate pace.
- **Opinion:** a personal comment or thoughts to evaluate the events from the text.
- **Point of view:** the viewpoint of an author, audience or characters in a text.

### Teacher's note

---

---

---

---