

Y E A R S

2-3

everyday

Comprehension

Intervention Activities



Hawker Brownlow
EDUCATION

©

everyday Comprehension

Intervention Activities

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Reading Comprehension as a Progression in the Australian Curriculum: English

Even in the early years of the Australian Curriculum: English, reading comprehension appears as a key skill within the Literacy strand, most often under the sub-strand of Interpreting, analysing, evaluating. The ACARA website states that this sub-strand ensures students “develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources”. The following table shows reading comprehension as a progression in the Australian Curriculum: English. For more information, visit www.australiancurriculum.edu.au.

FOUNDATION	<p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p> <ul style="list-style-type: none"> • talking about the meanings in texts listened to, viewed and read • visualising elements in a text (for example drawing an event or character from a text read aloud) • providing a simple, correctly-sequenced retelling of narrative texts • relating one or two key facts from informative texts • finding a key word in a text to answer a literal question • making links between events in a text and students’ own experiences • making an inference about a character’s feelings • discussing and sequencing events in stories • drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical
YEAR 1	<p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</p> <ul style="list-style-type: none"> • using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading • making connections between the text and students’ own experiences, and between information in print and images • finding key information in a text • making inferences about characters’ feelings and motives • building knowledge about the topic of the text and learning new vocabulary before and during reading • making predictions from the cover, from illustrations and at points in the text before reading on • retelling the events or key information in the text orally, in writing and/or through digital or arts media
YEAR 2	<p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</p> <ul style="list-style-type: none"> • making connections between the text and students’ own experiences and experiences with other texts, comparing authors’ differing point of view on a topic • making connections between information in print and images • building on and using prior knowledge and vocabulary • making valid inferences using information in a text and students’ own prior knowledge • predicting, asking and answering questions as they read, and summarising and reviewing meaning

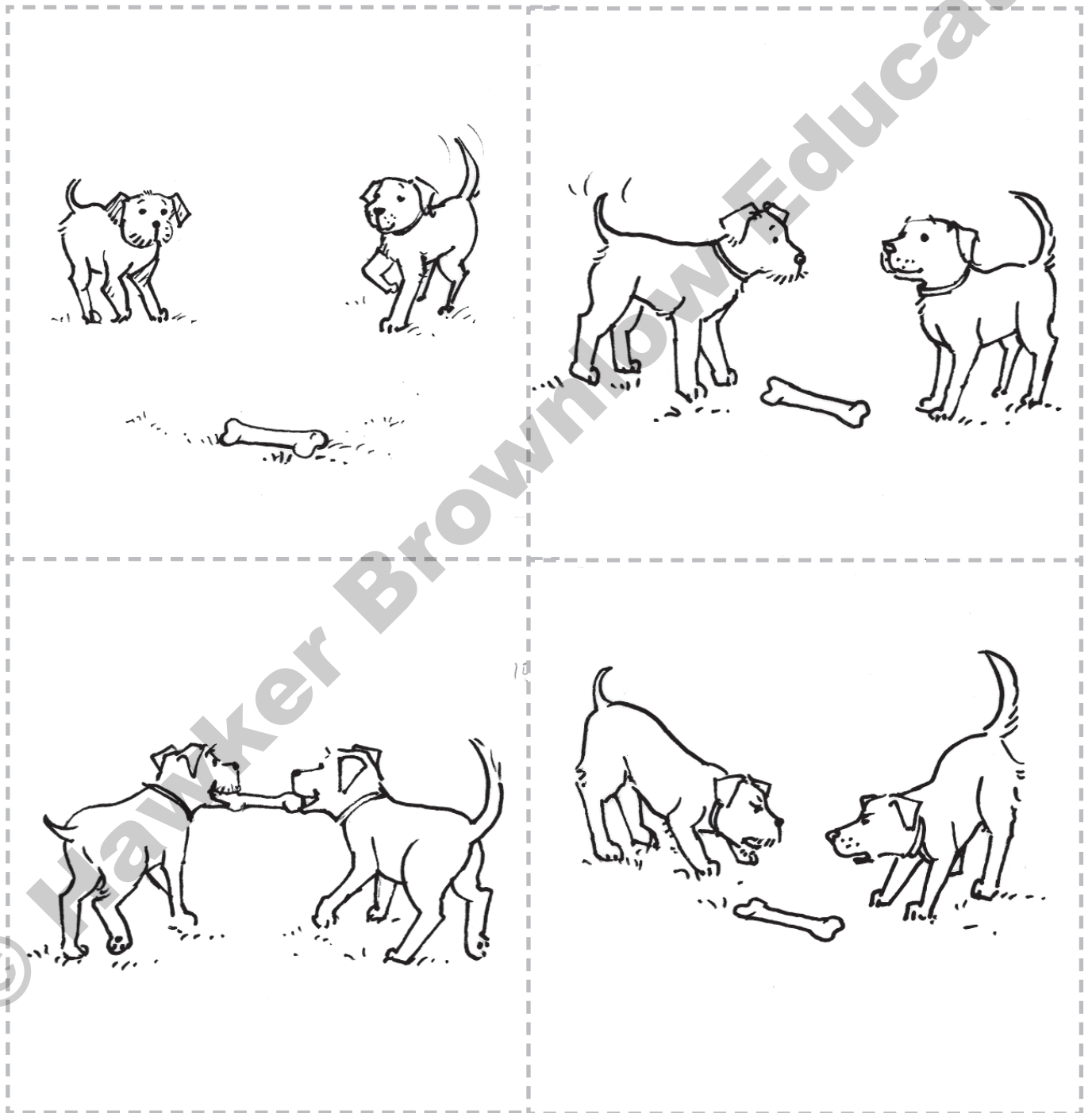
YEAR 3	<p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</p> <ul style="list-style-type: none"> • making connections between the text and students own experience and other texts • making connections between the information in print and images • making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic • using text features and search tools to locate information in written and digital texts efficiently • determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification • making considered inferences taking into account topic knowledge or a character’s likely actions and feelings
YEAR 4	<p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p> <ul style="list-style-type: none"> • making connections between the text and students’ own experience and other texts • making connections between information in print and images • building and using prior knowledge and vocabulary • finding specific literal information • asking and answering questions • creating mental images • finding the main idea of a text • inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds • bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information
YEAR 5	<p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</p> <ul style="list-style-type: none"> • using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources
YEAR 6	<p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p> <ul style="list-style-type: none"> • making connections between the text and students’ own experience or other texts • making connections between information in print and images • finding specific literal information • using prior knowledge and textual information to make inferences and predictions • asking and answering questions • finding the main idea of a text • summarising a text or part of a text

One Bone

Look at the pictures of two dogs and one bone.

Cut out the pictures. Put them in the correct order.

Then glue them onto another sheet of paper.



Assessment

Read the story.

The baobab tree was not happy.

“I want to be different from the other trees.

I want to be taller and greener!

I want more flowers and fruit!”

The sky gods became tired of the baobab’s yelling.

“We’ll make you different,” they said.

“We’ll turn you upside down.”

To this day, the baobab tree looks like it’s upside down.



Write the big ideas. Then write a summary.

Big Ideas

Summary



Assessment

Read the story.

It was movie night.

“May we start, Mama?” Bear asked.

“You know you must wait for everyone,” Mama answered.

Bear called to his father. “Movie time!”

Father came running.

Bear called to his sister. “Movie time!”

Sister came running.

They all sat on the couch.

“Movie time!” said Bear.



Write one of the causes and effects.

Cause

Effect

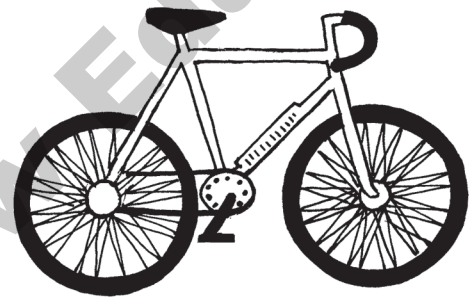
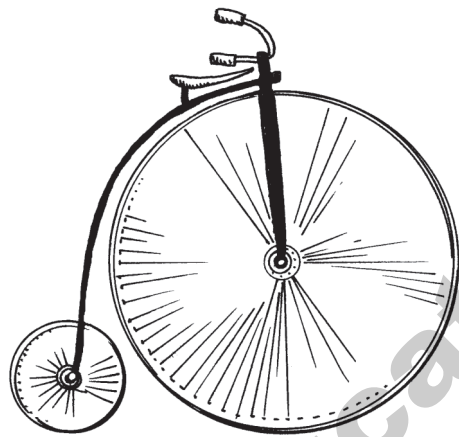


Assessment

Read the passage.

Long ago, some bikes had one big wheel and one small wheel. This made it hard for them to go. So people started making the wheels the same size.

Other bikes had no pedals. Riders had to use their feet to go. Then people started making pedals because they wanted bikes to be easier to ride.



Write one of the causes and effects.

Cause

Effect



What a Character!

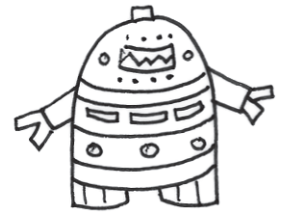
Read about each character. Use the clues to draw a conclusion. Then draw a line to the right character.

1. I live in a castle.

I have a large kingdom.

My brother is a prince.

We have a pet dragon.



2. I live in a forest.

I can fly.

I stay up at night.

Animals come to me for help.



3. I live in an apartment.

I'm a good big brother.

I play soccer with my friends.

I want to write a book one day.

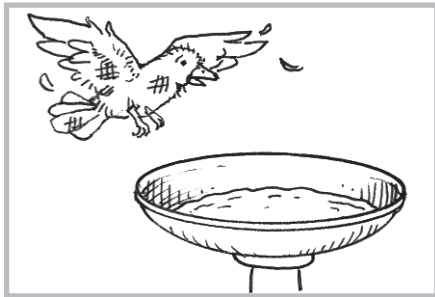


Bird

Read the sentences. Look at each group of pictures. Think about the clues.

Then draw a circle around the correct text structure.

“Water, here I come!” said Bird.



Text Structure:

Description

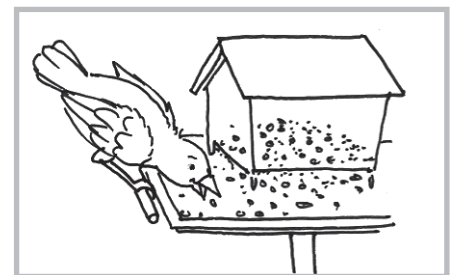
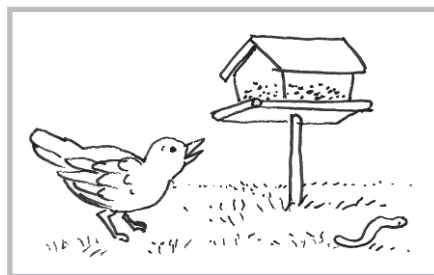
Sequence of Events

Compare and Contrast

Cause and Effect

Problem and Solution

“Hmm ... worms or seeds?” thought Bird.



Text Structure:

Description

Sequence of Events

Compare and Contrast

Cause and Effect

Problem and Solution