

YEARS

3-4

everyday

Comprehension

Intervention Activities



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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.

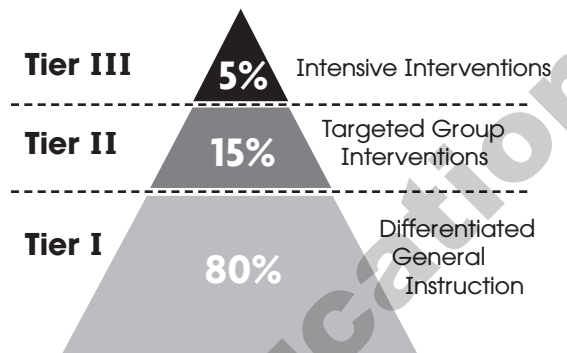
FOUNDATION	<p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p> <ul style="list-style-type: none"> • talking about the meanings in texts listened to, viewed and read • visualising elements in a text (for example drawing an event or 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

<p>YEAR 3</p>	<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
<p>YEAR 4</p>	<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
<p>YEAR 5</p>	<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
<p>YEAR 6</p>	<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

RTI: Responding to Changes in Instruction

The Melbourne Declaration of Educational Goals for Young Australians (MCEETYA 2008) provides an inclusive approach to meet the needs of all students. This is communicated through the Principles Underpinning Intervention, which states:

- All students can succeed.
- Effective schools promote a culture of learning.
- Effective teachers are critical to student learning success.
- Teaching and learning are inclusive of all.
- Inclusive schools actively engage and work in partnership with the wider community.
- Fairness is not sameness.
- Effective teaching practices are evidence-based.



Response to Intervention (RTI) refers to a process that emphasises how well students respond to changes in instruction. RTI provides a structure for educators to work in teams to best understand and meet all students' learning needs. It integrates assessment and intervention within a multi-level prevention system to maximise student learning and reduce behaviour problems. This model of instruction and assessment allows schools to identify at-risk students, monitor their progress, provide research-proven interventions and adjust the intensity and nature of those interventions depending on student responsiveness.

Three Tiers of RTI	Using Everyday Intervention Activities
<p>Tier I: Differentiated General Instruction</p> <ul style="list-style-type: none"> • Designed for all students • Preventive, proactive, standards-aligned instruction • Whole- and small-group differentiated instruction • Daily core reading instruction in five essential skill areas: phonics, phonemic awareness, comprehension, vocabulary, fluency 	<ul style="list-style-type: none"> • Use whole-group comprehension mini-lessons to introduce and guide practice with comprehension strategies that all students need to learn. • Use any or all of the units in the order that supports your core instructional program.
<p>Tier II: Targeted Group Interventions</p> <ul style="list-style-type: none"> • For at-risk students • Provide thirty minutes of daily instruction beyond the Tier I core reading instruction • Instruction is conducted in small groups of three to five students with similar needs 	<ul style="list-style-type: none"> • Select units based on your students' areas of need (the pre-assessment can help you identify these). • Use the units as week-long, small-group mini-lessons.
<p>Tier III: Intensive Interventions</p> <ul style="list-style-type: none"> • For high-risk students experiencing considerable difficulty in reading • Provide additional intensive intervention each day in addition to the Tier I core reading instruction • More intense and explicit instruction • Instruction conducted individually or with smaller groups of one to three students with similar needs 	<ul style="list-style-type: none"> • Select units based on your students' areas of need. • Use the units as one component of an intensive comprehension intervention program.

Our Earth

Read the passages.

Exploring Earth's caves can be fun.

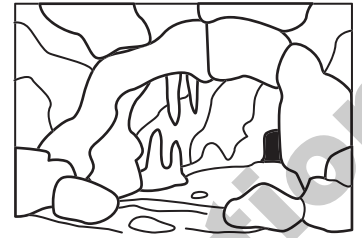
You can see amazing rock shapes in a cave.

Some rocks, such as stalactites, hang from the roof of the cave.

Other rocks, such as stalagmites, form on the bottom of the cave.

Stated Main Idea: You can see amazing rock shapes in a cave.

Circle the details that tell more about the main idea.



How would you like to sail over the land?

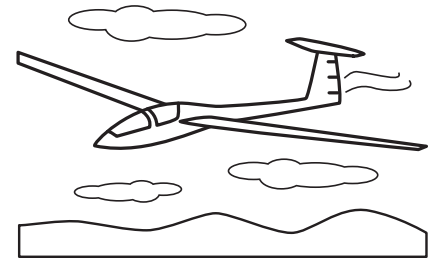
You can do that in a glider.

Glider is a way to explore Earth without harming it.

They do not use fuel – they simply float in the air.

Stated Main Idea: Gliders are a way to explore Earth without harming it.

Circle the details that tell more about the main idea.



There are many ways to take care of Earth.

We can work together to pass laws to stop pollution.

We can remove our rubbish from parks and beaches.

We can recycle paper and cans.

Stated Main Idea: There are many ways to take care of Earth.

Circle the details that tell more about the main idea.



Overview Comparing and Contrasting in Fiction

Directions and Sample Answers for Activity Pages

Day 1	See "Provide a Real-World Example" below.
Day 2	Read and discuss the story. Then ask students to determine how Darla and Aiden are alike and different. (Alike: both like to watch TV, both know how to compromise, both like popcorn. Different: one prefers the TV channels, one prefers movies, one likes advertisements.)
Day 3	Read and discuss the story. Then ask students to mark the chart by placing Xs in the appropriate columns to show how Todd and Jack are alike and different. (Todd: likes to jump in and splash people, likes to play games in the water, likes to swim laps, has fun at the pool. Jack: wants to be a better diver, has a sister, likes to play games in the water, has fun at the pool.)
Day 4	Read about Sue and Sam together. Discuss. Then ask students to circle the best answers. (1: both. 2: Sue. 3: Sam. 4: Sue. 5: both. 6: Sam. 7: Sue. 8: Sam.)
Day 5	Read the story together. Ask students to write how Meg and Kelly are alike and different on their graphic organisers. Afterwards, meet individually with students to discuss their results. Use their responses to plan further instruction and review. (Meg: messy room, books and clothes on floor, can't find homework. Kelly: neat room, books on shelf, clothes in cupboard. Meg and Kelly: sisters, have their own rooms.)

Provide a Real-World Example

- ◆ Hand out the Day 1 activity page.
- ◆ **Say:** *I know some twins. They look exactly alike. They have the same colour hair and eyes. They are the same size. But one likes to play games. She runs in her yard all day. The other likes to sit in the hammock and read. She is very quiet.*
- ◆ Ask students to look at the pictures of the twins. **Say:** *We can compare the twins. How are they alike?* Discuss. Then **say:** *We can contrast the twins. How are they different?* Discuss.
- ◆ Ask students to draw pictures of two people in their own families. Then invite them to share how these two people are alike and different.
- ◆ Explain that students can also compare and contrast things when they read stories. Write the following on butcher paper:

Comparing and Contrasting in Fiction

Look at the pictures.

Think about the words.

**See how things are alike.
Look for words like alike, too
and both.**

**See how things are different.
Look for words like different,
one and but.**

Assessment

Read about Rita. Write the clues and what you already know. Then write an inference.

“Wasn’t today a great day at school?” asked Rita.

“Yes!” exclaimed Nicki. “Let’s see ... first we had that cool assembly ... then we had the maths test that everyone aced ... then ... ”



Rita and Nicki walked and talked and talked and walked. Every few minutes, they stopped to chat with their other friends. Finally, they reached their corner and said good-bye as Nicki went left and Rita went right.

As Rita walked up the footpath, she saw her mum standing in the doorway looking at her watch. “Uh-oh ... ” thought Rita.

Clues

What I Already Know

Inference

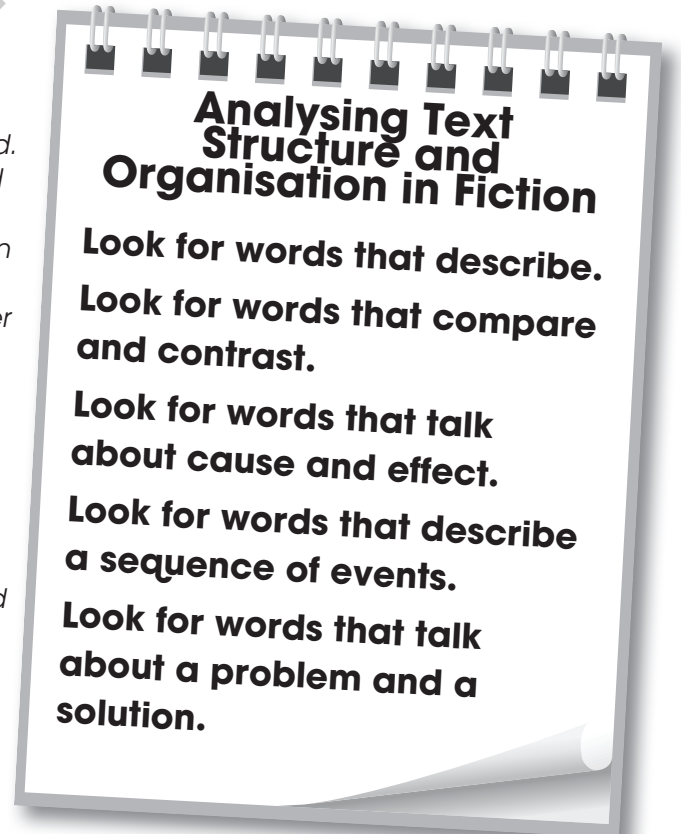
Overview Analysing Text Structure and Organisation in Fiction

Directions and Sample Answers for Activity Pages

Day 1	See "Provide a Real-World Example" below.
Day 2	Read the sentences and discuss the pictures. Then ask students to draw a circle around the main text structure for each set. (Sequence of Events, Problem and Solution, Compare and Contrast)
Day 3	Read the sentences and discuss the pictures. Then ask students to draw a line to the name of the main text structure. (1: Compare and Contrast. 2: Sequence of Events. 3: Problem and Solution.)
Day 4	Read about Janelle. Then ask students to follow the directions in each box. (Responses will vary.)
Day 5	Read the story together. Ask students to write clues on the graphic organiser. Then ask them to name the main text structure. Afterwards, meet individually with students to discuss their results. Use their responses to plan further instruction and review. (Clues: Caitlyn gets a present. She finds her aunt's phone number. She calls her aunt. She leaves a message. Text Structure: Sequence of Events.)

Provide a Real-World Example

- ◆ Hand out the Day 1 activity page.
- ◆ **Say:** *Last summer, I had a letter from a young friend. She was at school camp. She told me what she did every day. She told me about her new friends. She told me what it was like to sleep outdoors. She even told me how the food at the camp tasted. From these clues, I could tell my friend was describing her experiences at camp.*
- ◆ Ask students to read the description of sleeping outdoors on their page. Then ask them to draw a picture based on the description. Allow time for students to compare their drawings with their classmates.
- ◆ **Say:** *Description is one type of text structure we find when we read stories. We also find four other text structures. Write the following on butcher paper:*



Overview Using Text Features to Locate Information II

Directions and Sample Answers for Activity Pages

Day 1	See "Provide a Real-World Example" below.
Day 2	Read the sidebars together. Then ask students to rate the sidebars and explain their ratings. (Responses will vary.)
Day 3	Read and discuss the passage and glossary. Then ask students to answer the questions. (1: glossary. 2: swampy, marshy habitats. 3: hot, dry habitats with tall grass and few trees. 4: alphabetical. 5: animal habitats around the world. 6: Responses will vary.)
Day 4	Read and discuss the index. Then ask students to answer the questions. (1: page 7. 2: pages 10–11 and 16. 3: area, measuring, square metre. 4: in alphabetical order. 5: planting a garden. 6: Responses will vary.)
Day 5	Provide each student with a nonfiction book that includes a sidebar, boldfaced words, a glossary and an index. Ask students to use the book to complete the chart. Afterwards, meet individually with students to discuss their results. Use their responses to plan further instruction and review. (Responses will vary.)

Provide a Real-World Example

- ◆ Select a nonfiction book with sidebars, boldfaced words, a glossary and an index. Provide each student with a nonfiction book.
- ◆ Hand out the Day 1 activity page. Review the text features from the previous unit. Invite students to mark their charts to show which ones are included in their books.
- ◆ **Say:** *Nonfiction books have other text features, too. One text feature is a sidebar. A sidebar has more about the information in a book. Point out several sidebars in your book and read them aloud.*
- ◆ **Say:** *Look at your book. Does your book have sidebars? Choose one to show your partner. Then put a tick in the sidebar box on your chart.*
- ◆ Repeat the process for the remaining text features, first pointing one out in your book and then asking students to see if it is included in their books. Discuss their findings.
- ◆ **Say:** *Let's add these new text features to our chart. Display the chart created in the previous unit and add the remaining text features to the list:*

