

YEARS

5-6

everyday

Comprehension

Intervention Activities



Hawker Brownlow
EDUCATION

©

everyday Comprehension

YEARS
5-6

Intervention Activities

Using Everyday Comprehension Intervention Activities	iv
Reading Comprehension as a Progression in the Australian Curriculum: English	vii
RTI: Responding to Changes in Instruction	ix
Unit 1: Making Predictions in Fiction	1
Unit 2: Making Predictions in Nonfiction	7
Unit 3: Identifying Sequence of Events in Fiction	13
Unit 4: Identifying Sequence of Events in Nonfiction	19
Unit 5: Analysing Story Elements: Setting	25
Unit 6: Analysing Story Elements: Plot	31
Unit 7: Analysing Character: Traits	37
Unit 8: Analysing Character: Feelings	43
Unit 9: Identifying Stated Main Idea	49
Unit 10: Identifying Supporting Details	55
Unit 11: Summarising Fiction	61
Unit 12: Summarising Nonfiction	67
Unit 13: Comparing and Contrasting in Fiction	73
Unit 14: Comparing and Contrasting in Nonfiction	79
Unit 15: Identifying Cause and Effect in Fiction	85
Unit 16: Identifying Cause and Effect in Nonfiction	91
Unit 17: Making Inferences in Fiction	97
Unit 18: Making Inferences in Nonfiction	103
Unit 19: Drawing Conclusions in Fiction	109
Unit 20: Drawing Conclusions in Nonfiction	115
Unit 21: Evaluate Author's Purpose in Fiction	121
Unit 22: Evaluate Author's Purpose in Nonfiction	127
Unit 23: Analysing Text Structure and Organisation in Fiction	133
Unit 24: Analysing Text Structure and Organisation in Nonfiction	139
Unit 25: Using Text Features to Locate Information I	145
Unit 26: Using Text Features to Locate Information II	151
Unit 27: Using Graphic Features to Interpret Information I	157
Unit 28: Using Graphic Features to Interpret Information II	163
Unit 29: Making Judgments I	169
Unit 30: Making Judgments II	175

Standards-Based Comprehension Strategies in Everyday Intervention Activities

The comprehension strategies found in the Everyday Intervention Activities series are introduced developmentally and spiral from one year level to the next based on common curriculum standards and supporting the new national curriculum. The chart below shows the comprehension strategies addressed at each year level in this series.

Comprehension Strategy	Strategy Definition	F	1	2	3	4	5
Make Predictions	Determine what might happen next in a story or nonfiction piece. Predictions are based on information presented in the text.	✓	✓	✓	✓	✓	✓
Identify Sequence of Events	Determine the order of events for topics such as history, science or biography. Determine the steps to make or do something.	✓	✓	✓	✓	✓	✓
Analyse Story Elements	Analyse the setting and plot (problem/solution) in a fiction text.	✓	✓	✓	✓	✓	✓
Analyse Character	Analyse story characters based on information and on clues and evidence in the text, including description, actions, dialogue, feelings and traits.	✓	✓	✓	✓	✓	✓
Identify Main Idea and Supporting Details	Determine what the paragraph, page or chapter is mostly about. Sometimes the main idea is stated and sometimes it is implied. Students must choose details that support the main idea, not "just any detail".	✓	✓	✓	✓	✓	✓
Summarise	Take key ideas from the text and put them together to create a shorter version of the original text. Summaries should have few, if any, details.	✓	✓	✓	✓	✓	✓
Compare and Contrast	Find ways that two things are alike and different.	✓	✓	✓	✓	✓	✓
Identify Cause and Effect	Find things that happened (effect) and why they happened (cause). Text may contain multiple causes and effects.	✓	✓	✓	✓	✓	✓
Make Inferences	Determine what the author is suggesting without directly stating it. Inferences are usually made during reading and are made from one or two pieces of information from the text. Students' inferences will vary but must be made from the evidence in the text and background knowledge.	✓	✓	✓	✓	✓	✓
Draw Conclusions	Determine what the author is suggesting without directly stating it. Conclusions are made during and after reading, and are made from multiple (3+) pieces of information from the text. Students' conclusions will vary but must be drawn from the evidence in the text and background knowledge.		✓	✓	✓	✓	✓
Evaluate Author's Purpose	Determine why the author wrote the passage or used certain information. A book can have more than one purpose. Purposes include to entertain, to inform and to persuade.			✓	✓	✓	✓
Analyse Text Structure and Organisation	Determine the text structure to better understand what the author is saying and to use as research when text must be analysed.			✓	✓	✓	✓
Use Text Features to Locate Information	Use text features (bullets, captions, glossary, index, sidebars) to enhance meaning.			✓	✓	✓	✓
Use Graphic Features to Interpret Information	Use clues from graphic features (charts, maps, graphs) to determine what is not stated in the text or to enhance meaning.			✓	✓	✓	✓
Distinguish and Evaluate Facts and Opinions	Recognise objective statements of fact and subjective opinions within a nonfiction text.					✓	✓
Make Judgments	Use facts from the text and prior knowledge and beliefs to make and confirm opinions about the characters or situations.					✓	✓

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.

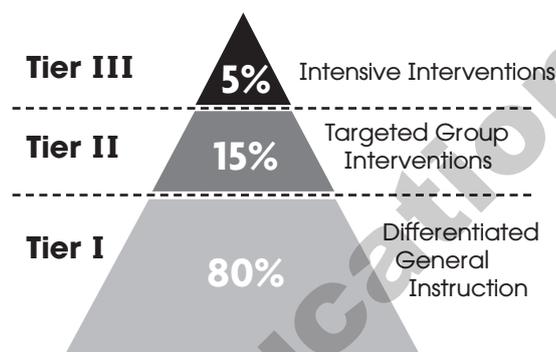
FOUNDATION	<p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</p> <ul style="list-style-type: none"> • talking about the meanings in texts listened to, viewed and read • visualising elements in a text (for example drawing an event or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



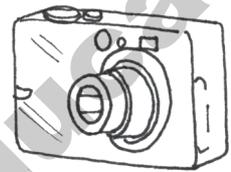
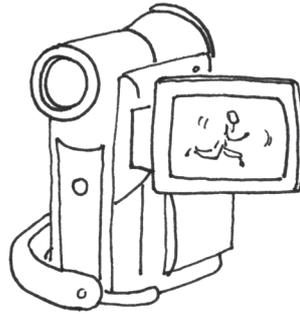
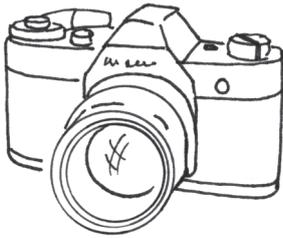
Response to Intervention (RTI) refers to a process that emphasises how well students respond to changes in instruction. RTI provides a structure for educators to work in teams to best understand and meet all students' learning needs. It integrates assessment and intervention within a multi-level prevention 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.

Photographs

Listen to the example. Complete the stated main idea. Then discuss the supporting details.

Stated Main Idea: Many people like to _____



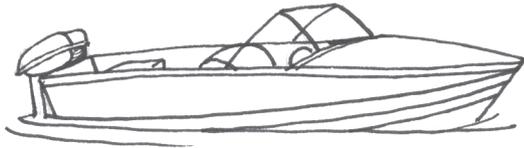
Read the following statement. Then list supporting details.

Stated Main Idea: People store and display their photographs in different places.

Assessment

Read the story. Then write the clues, your prior knowledge and an inference in the boxes.

“Can we go out in the boat today? Please?” Thomas begged his big brother. “You promised we could go when the lake was calm.”



“It’s really hot today,” replied Josh.

“No problem!” said Thomas. “I have sunscreen and a hat.”

“Your life vest is hanging on a hook in the cabin,” said Josh.

“No problem!” said Thomas. “I’ll run and get it right now.”

Thomas returned a few minutes later with his vest and a sack. “Can we go now?” he asked.

“You might get hungry,” said Josh.

“No problem,” Thomas said, holding up his sack.

Clues

Prior Knowledge

Inference

Sums

**Listen. Then cut out each card and create your own maths game.
Draw addition problems on one side and sums on the other.**



Hawker Brownlow Education

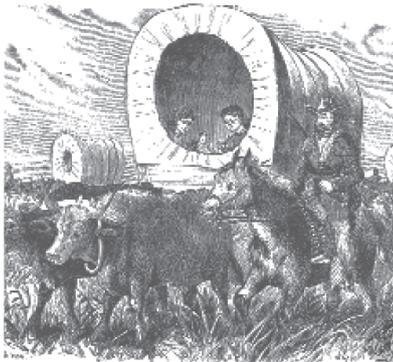
Pictures

Look at each picture. Then answer each question.



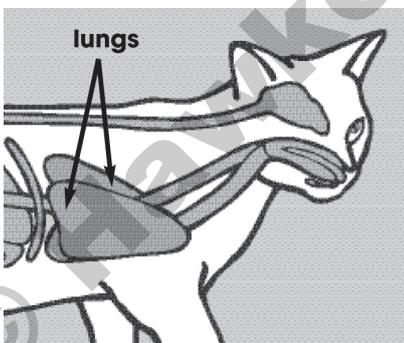
Why do you think the author used this photograph?

- This chapter in the book is about schools.
- This chapter in the book is about multistorey buildings.
- This chapter in the book is about shopping centres.



Why do you think the author used this illustration instead of a photograph?

- It shows something people imagined.
- It shows parts we could not see in a photograph.
- It is from long ago when people didn't have cameras.



Why do you think the author used this labelled diagram instead of a photograph?

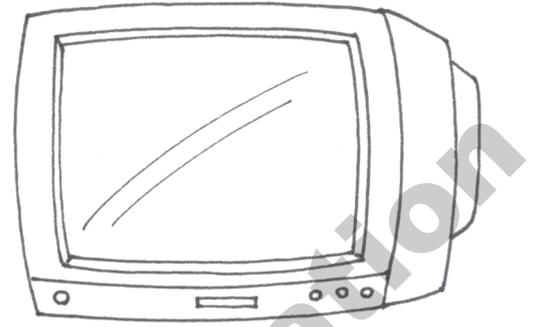
- It shows parts we could not see in a photograph.
- It shows how cats are different from other types of animals.
- It shows the steps an animal's body goes through to breathe in and out.

Watching TV

Read the passage. Then complete the sentences.

Some parents do not allow their children to watch TV. They feel that many fictional programs are too violent and many reality programs are inappropriate. These parents are also aware of research that says kids who watch too much TV do poorly at school, have no interest in leisure reading or hobbies, don't socialise with others and don't participate in physical activities.

But what about the benefits of watching TV? Parents can set some rules that allow their children to watch TV without ill effects. For example, some parents limit TV to one or two hours a day after homework and chores are finished. In addition, they help their children select positive, educational programs that are appropriate for their age. This still leaves time for physical activities, socialising, leisure reading and hobbies – and can even support topics students are learning about in school. Why not let kids have the best of both worlds?



Author's Judgment:

Kids _____ be allowed to watch TV as long as parents set _____.

Evidence Supporting Author's Judgment:

1. Parents can limit TV to _____ hours per day.
2. Students can finish their _____ and _____ before watching TV.
3. Parents can help their children select _____ programs.
4. Parents can help their children select programs that are _____ for their age.
5. With these rules, kids will still have time for _____.
6. Some TV shows even support _____ students are learning about at _____.