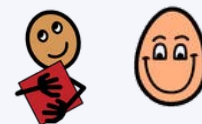




Comprehension Instruction Record



Explore different ways of using language to express preferences, likes and dislikes. (AC9EFLA02)

Anchor Part 1: Read to find ways in which a character shows they like something or someone

Anchor Part 2: Talk about words you might use for different things you like

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Let the student know that they are going to read the text to find way(s) in which a character shows they like something or someone. These could be in the picture or in the text.

Anchor Part 2: List words that the student(s) generate to say that they like something e.g. food, animals (use opinion section or descriptions pages in AAC systems)

List Like Words Here:

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student

☐ Student read book independently

Apply: Write down the way(s) in which a character shows they like something or someone e.g. licking their lips, saying "like".

Write student response here:

Please indicate any support needed in responding to the purpose:

☐ Full assistance

☐ Partial assistance

☐ Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Explore different ways of using language to express preferences, likes and dislikes. (AC9EFLA02)

Anchor Part 1: Read to find ways in which a character shows they like something or someone

Anchor Part 2: Talk about words you might use for different things you like

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to make a list of things they like. They can write the list, draw or find pictures.

Things I Like

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Explore different ways of using language to express preferences, likes and dislikes. (AC9EFLA02)

Anchor Part 1: Read to find ways in which a character shows they don't like something/someone

Anchor Part 2: Talk about words you might use for different things you dislike

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to find ways in which a character shows they don't like something/someone

Anchor Part 2: Talk about words you might use for different things you dislike e.g. food, animals
(use opinion section or descriptions pages in AAC systems)

List Don't Like Words Here:

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student

☐ Student read book independently

Apply: Write down the way(s) in which a character shows they don't like something or someone e.g. walking away, saying "yuck".

Write student response here:

Please indicate any support needed in responding to the purpose:

☐ Full assistance

☐ Partial assistance

☐ Independent

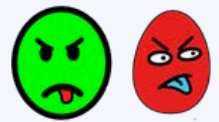
Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Explore different ways of using language to express preferences, likes and dislikes. (AC9EFLA02)

Anchor Part 1: Read to find ways in which a character shows they don't like something/someone

Anchor Part 2: Talk about words you might use for different things you dislike

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to make a list of things they dislike. They can write the list, draw or find pictures.

Things I Don't Like

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

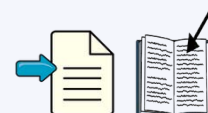
Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Explore the different contributions of words and images to meaning in stories and informative texts
(AC9EFLA07)

Anchor Part 1: Read to remember [1, 2 or 3] details from the text in the story

Anchor Part 2: Make a list of the things you have to remember

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to remember 1 / 2 / 3 details from the text in the story (circle number of details for student to remember. Start with 1 item and then, as you repeat this purpose, increase to 2, then to 3.)

Anchor Part 2: Make a list of the things the student has to remember e.g. things to take home at the end of the day, things to take swimming. Specify same number of things as above - 1, 2, or 3.

Write list here:

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student

☐ Student read book independently

Apply: Write down the 1/2/3 details that the student remembered from the text in the story:

Please indicate any support needed in responding to the purpose:

☐ Full assistance

☐ Partial assistance

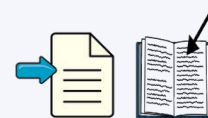
☐ Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Explore the different contributions of words and images to meaning in stories and informative texts
(AC9EFLA07)

Anchor Part 1: Read to remember [1, 2 or 3] details from the text in the story

Anchor Part 2: Make a list of the things you have to remember

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to write or draw about three things they remember from their home.

Things I Remember from Home

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Comprehension Instruction Record

Explore the different contributions of words and images to meaning in stories and informative texts
(AC9EFLA07)

Anchor Part 1: Read to remember [1, 2 or 3] pieces of information from the pictures

Anchor Part 2: Make a list of the things you have to remember

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to remember [1, 2 or 3] pieces of information from the pictures (circle number of details for student to remember. Start with 1 item and then, as you repeat this purpose, increase to 2, then to 3.)

Anchor Part 2: Make a list of the things the student has to remember e.g. things to take home at the end of the day, things to take swimming. Specify same number of things as above - 1, 2, or 3.

Write list here:

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student

☐ Student read book independently

Apply: Write down the [1, 2 or 3] pieces of information the student remembers from the pictures:

Please indicate any support needed in responding to the purpose:

☐ Full assistance

☐ Partial assistance

☐ Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Explore the different contributions of words and images to meaning in stories and informative texts
(AC9EFLA07)

Anchor Part 1: Read to remember [1, 2 or 3] pieces of information from the pictures

Anchor Part 2: Make a list of the things you have to remember

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to write or draw about three things they remember from school (or another location of their choice).

Things I Remember from _____

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

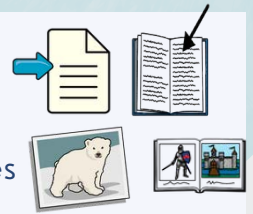
Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Comprehension Instruction Record

Explore the different contributions of words and images to meaning in stories and informative texts (AC9EFLA07)

Anchor Part 1: Read to discover one piece of information in the text and one piece from the illustrations.

Anchor Part 2: Using a picture with some writing under or in it, get the students to tell you things they see in the picture and the information they get from the print

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to discover one piece of information in the text and one piece from the illustrations.

Anchor Part 2: Using a picture with some writing under or in it, get the students to tell you things they see in the picture and the information they get from the print. Two examples provided below.



There are only 15,000 white rhinos left

What the text tells me	What the picture tells me

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐

Educator read book to student (Mon/Tue only)

☐

Educator read book with student

☐

Student read book independently

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Comprehension Instruction Record

Explore the different contributions of words and images to meaning in stories and informative texts (AC9EFLA07)

Anchor Part 1: Read to discover one piece of information in the text and one piece from the illustrations.

Anchor Part 2: Using a picture with some writing under or in it, get the students to tell you things they see in the picture and the information they get from the print

Read: Student Reads the Text

Apply: Discuss the purpose

Apply: Record one piece of information the student got from the text and one piece from the illustrations.

What the text told me	What the picture told me

Please indicate any support needed in responding to the purpose:

☐ Full assistance

☐ Partial assistance

☐ Independent

Follow up Activity (Optional)

Ask the student to draw or find a picture and then write a label for it that tells you about the picture.

[illegible]

Please indicate any support needed in completing the follow up:

☐ Full assistance☐ Partial assistance☐ Independent



Foundation Level

Comprehension Instruction Record

Explore the different contributions of words and images to meaning in stories and informative texts (AC9EFLA07)



Anchor Part 1: Read to identify an alternative title for the text.

Anchor Part 2: Review titles of previous books you have read as a class.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify an alternative title for this text.

Anchor Part 2: Review titles of previous books you have read as a class, ask students to name the title of their favourite book/show/movie. Talk about the fact that the title tells you about the book.

Titles of books we have read	What the book is about

Anchor Part 2 continued: Only use this strategy if thinking of titles is new to the student. If titles are new then write down three alternative titles for the text. If needed, make one of them inappropriate such as "Mario Kart". Ask the student if they have any extra suggestions.

Suggested Titles	Title Student Selected

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐

Educator read book to student (Mon/Tue only)

☐

Educator read book with student

☐

Student read book independently

Apply: Once the student has read the text, ask them which title they want to select from the list above.

Please indicate any support needed in responding to the purpose:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Explore the different contributions of words and images to meaning in stories and informative texts
(AC9EFLA07)

Anchor Part 1: Read to identify an alternative title for the text.

Anchor Part 2: Review titles of previous books you have read as a class.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to design a title for the book using the title that was suggested. They can draw or find an image.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

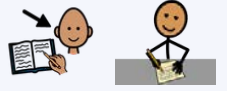
Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Comprehension Instruction Record

Recognise that texts are created by authors who tell stories and share experiences, and identify connections to personal experiences. (AC9E0LE01)

Anchor Part 1: Read to discuss items or experiences that the author has written in the text that are similar to your own items or experiences.

Anchor Part 2: Discuss experiences or items that you have or interact with during your day.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to discuss items or experiences that the author has written in the text that are similar to your own items or experiences.

Anchor Part 2a: Let the students know that every book has an author and that the author of this book has written about things they might have experienced.

Anchor Part 2b: Discuss experiences or items that the student has or interacts with during their day. Talk about a student's morning routine, or school day, etc. finding something that is similar to the text. For example, if reading the text "How Many Wheels" you could talk about things the student has experience of that have wheels. If reading "My Hungry Goat" talk about pets the student has interacted with. Make a list below.

Items Discussed Similar to the Text

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

Apply: Discuss items or experiences produced by the author in the text that are similar to the student's own experiences. Make a list below.

My Experiences or Items Similar to the Text



Comprehension Instruction Record

Recognise that texts are created by authors who tell stories and share experiences, and identify connections to personal experiences. (AC9E0LE01)

Anchor Part 1: Read to discuss items or experiences that the author has written in the text that are similar to your own items or experiences.

Anchor Part 2: Discuss experiences or items that you have or interact with during your day.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Please indicate any support needed in responding to the purpose:

☐

Full assistance

☐

Partial assistance

☐

Independent

Follow up Activity (Optional)

Ask the student to think of an experience they have had that they would like to author a text about e.g. their birthday, going to the show, etc. They can write, draw or find a picture for the text. This can then become a future writing activity.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge

Comprehension Instruction Record

Recognise that texts are created by authors who tell stories and share experiences, and identify connections to personal experiences. (AC9E0LE01)

Anchor Part 1: Read to discuss items or experiences that the author has written in the text that are different to your own items or experiences.

Anchor Part 2: Discuss what you each do in the day and how it is different.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to discuss items or experiences that the author has written in the text that are different to your own items or experiences.

Anchor Part 2a: Let the students know that every book has an author and that the author of this book has written about things that might be different to what they have experienced.

Anchor Part 2b: Discuss a part of your day e.g. morning routine, and talk about what is different in what you do. E.g. student eats breakfast before getting dressed but educator gets dressed first. Student goes to school on a bus but educator goes in a car. Write up the differences below.

Educator	Student

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only)
 ☐ Educator read book with student
 ☐ Student read book independently

Apply: Discuss items or experiences produced by the author in the text that are different to the student's own experiences. Make a list below.

My Experiences or Items Similar to the Text

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance
 ☐ Partial assistance
 ☐ Independent



Comprehension Instruction Record

Recognise that texts are created by authors who tell stories and share experiences, and identify connections to personal experiences. (AC9E0LE01)

Anchor Part 1: Read to discuss items or experiences that the author has written in the text that are different to your own items or experiences.

Anchor Part 2: Discuss what you each do in the day and how it is different.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to think of an experience they have had that they would like to author a text about e.g. their birthday, going to the show, etc. They can write, draw or find a picture for the text. This can then become a future writing activity.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Retell and adapt familiar literary texts through play, performance, images or writing (AC9EFLE05)

Anchor Part 1: Read to remember and retell the story.

Anchor Part 2: Remember an event from school, and work together to retell what happened.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to remember and retell the story.

Anchor Part 2: Remember an event from school, and work together to retell what happened.
e.g. sports day, book week parade.

Write your retelling of the event here.

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

Apply: Student retells the story.

Student retelling of story

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance ☐ Partial assistance ☐ Independent

Anchor Part 1: Purpose for Reading
Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Retell and adapt familiar literary texts through play, performance, images or writing (AC9EFLE05)

Anchor Part 1: Read to remember and retell the story.

Anchor Part 2: Remember an event from school, and work together to retell what happened.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to retell an experience they have had or retell a favourite book. They can write their retell or do a diagram.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify words that describe characters in the story.

Anchor Part 2: Make a list of words that describe a familiar person.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify words that describe characters in the story.

Anchor Part 2: Pick a person you know at school and work together to make up a list of words that describe them.

Describing words for _____.

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

Apply: Student gives you words that describe a character in the story.

Describing words for _____.

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance ☐ Partial assistance ☐ Independent



Foundation Level

Comprehension Instruction Record



Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify words that describe characters in the story.

Anchor Part 2: Make a list of words that describe a familiar person.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to create their own character. They can draw or write about it - and they need to use at least two describing words for the character.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify words that describe the setting in the story.

Anchor Part 2: Make a list of words that describe a familiar setting.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify words that describe the setting in the story.

Anchor Part 2: Pick a setting you know at school e.g. the library, and work together to make up a list of words that describe it..

Describing words for _____.

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

Apply: Student gives you words that describe the setting of the text.

Describing words for the Setting.

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance ☐ Partial assistance ☐ Independent

Comprehension Instruction Record



Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify words that describe the setting in the story.

Anchor Part 2: Make a list of words that describe a familiar setting.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued**Follow up Activity (Optional)**

Ask the student to create a setting for a story They can draw or write about it - and they need to use at least two describing words for the setting.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

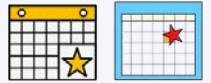
Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify words that describe an event in the story.

Anchor Part 2: Make a list of words that describe a familiar event.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify words that describe an event in the story.

Anchor Part 2: Pick a setting you know at school e.g. assembly or sports day, and work together to make up a list of words that describe it..

Describing words for _____.

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

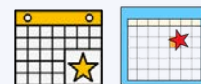
Apply: Student gives you words that describe an event in the story.

Describing words for the Event _____.

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance ☐ Partial assistance ☐ Independent

Anchor Part 1: Purpose for Reading
Anchor Part 2: Activating Background Knowledge



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify words that describe an event in the story.

Anchor Part 2: Make a list of words that describe a familiar event.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to write or draw about an event eg. the show, a party. They need to use at least two describing words for the event.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify where the story takes place (setting).

Anchor Part 2: Match activities the students do at school with the name of the places where they do them (eat = classroom: PE = gymnasium)

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify where the story takes place (setting).

Anchor Part 2: Match activities the students do at school with the name of the places where they do them (eat = classroom: PE = gymnasium).

Activity	Setting

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

Apply: Student tells you what the setting for the story is.

Student explanation of setting:

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance ☐ Partial assistance ☐ Independent

Anchor Part 1: Purpose for Reading
Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify where the story takes place (setting).

Anchor Part 2: Match activities the students do at school with the name of the places where they do them (eat = classroom: PE = gymnasium)

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to write or draw a list of activities they like to do and write or draw a list of the settings where the student does them.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

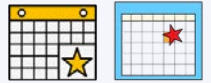
Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Put events from the story in the order they occurred.

Anchor Part 2: Put the events of the school day in order.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to put events from the story in the order they occurred.

(Prepare list of story events).

Anchor Part 2: Give the student a list of five events that occur every school day and ask the student to number them in order.

School Events

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student

☐ Student read book independently

Apply: Put the list of events from the story in order.

Story Events

Please indicate any support needed in responding to the purpose:

☐ Full assistance ☐ Partial assistance ☐ Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge

Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Put events from the story in the order they occurred.

Anchor Part 2: Put the events of the school day in order.

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to write or draw a list of events that occur on a day that is special to them e.g. birthday, Christmas, Ramadan.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

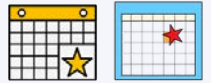
Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify what happens in the beginning, middle and end of the story.

Anchor Part 2: Identify the events that happen at the beginning, middle or end of the school day

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify what happens in the beginning, middle and end of the story

Anchor Part 2: Identify the events that happen at the beginning, middle or end of the school day, use the classroom schedule as needed.

School Events

Beginning

Middle

End

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student

☐ Student read book independently

Apply: Student tells you what happens in the beginning, middle and end of the story.

Story Events

Beginning

Middle

End

Please indicate any support needed in responding to the purpose:

☐ Full assistance ☐ Partial assistance ☐ Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Comprehension Instruction Record

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings. (AC9EFLE03)

Anchor Part 1: Read to identify what happens in the beginning, middle and end of the story.

Anchor Part 2: Identify the events that happen at the beginning, middle or end of the school day

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to tell you what happens at the beginning, middle and end of one of their favourite events e.g. swimming.

Event

Beginning

Middle

End

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent



Foundation Level



Comprehension Instruction Record

Identify some differences between imaginative and informative texts. (AC9EFLY03)

Anchor Part 1: Read to identify if this text is fiction or non-fiction.

Anchor Part 2: Make a list of features of fiction and non-fiction texts, asking students for suggestions

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify if this text is fiction or non-fiction.

Anchor Part 2: Make a list of features of fiction and non-fiction texts, asking students for suggestions, e.g. drawings (usually fiction), photographs (usually non-fiction). See provided table below if needed.

Fiction	Non-fiction

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

Apply: Student tells you whether the story is fiction or non-fiction. If needed, refer to this table to help them decide.

Fiction	Non-fiction
Text created from the imagination of the author	Text based in facts
Often a story	A presentation of true information
Might be illustrated with drawings	Might be illustrated with photos
Might have characters doing "impossible" things	Characters would only do possible things
The purpose is to entertain the readers	The purpose is to educate and inform the readers

Student answer: _____ Correct answer: _____

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance ☐ Partial assistance ☐ Independent

Anchor Part 1: Purpose for Reading
Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Identify some differences between imaginative and informative texts. (AC9EFLY03)

Anchor Part 1: Read to identify if this text is fiction or non-fiction.

Anchor Part 2: Make a list of features of fiction and non-fiction texts, asking students for suggestions

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to draw or write something fictional that could have happened at the beach (or a setting of their choice), and then ask them to draw or write something that could really happen at the beach (or a setting of their choice)

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Identify some familiar texts, such as stories and informative texts, and their purpose. (AC9EFLY01)

Anchor Part 1: Read to identify whether characters, objects, settings or events in the story are "real" or "imagined" in this text.

Anchor Part 2: Make a list of real things you did on the weekend and things you would like to do!

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction

Title of the book: _____

Student: _____ Date: _____

Anchor Part 1: Read to identify whether characters, objects, settings or events in the story (specify which one(s) for the student) are "real" or "imagined" in this text.

Anchor Part 2: Make a list of real things you did on the weekend and things you imagine you could do!

Things I do on the weekend	Things I imagine I could do on the weekend

Read: Student reads the book. Remind them of purpose before reading.

Please tick any support needed:

- ☐ Educator read book to student (Mon/Tue only) ☐ Educator read book with student
☐ Student read book independently

Apply: Student tells you whether characters, objects, settings or events in the story (specify which one(s) for the student) are "real" or "imagined" in this text.

Real things from the text	Imagined things from the text

Please indicate any support needed in responding to the purpose:

- ☐ Full assistance ☐ Partial assistance ☐ Independent

Anchor Part 1: Purpose for Reading
Anchor Part 2: Activating Background Knowledge



Foundation Level

Comprehension Instruction Record



Identify some familiar texts, such as stories and informative texts, and their purpose. (AC9EFLY01)

Anchor Part 1: Read to identify whether characters, objects, settings or events in the story are "real" or "imagined" in this text.

Anchor Part 2: Make a list of real things you did on the weekend and things you would like to do!

Read: Student Reads the Text

Apply: Discuss the purpose

Reading Comprehension Instruction continued

Follow up Activity (Optional)

Ask the student to draw or write about an imaginary person they might meet.

Please indicate any support needed in completing the follow up:

☐

Full assistance

☐

Partial assistance

☐

Independent

Anchor Part 1: Purpose for Reading

Anchor Part 2: Activating Background Knowledge