



Using Australian Curriculum to Set Comprehension Purposes

As students develop their comprehension skills, we can use Australian Curriculum as a guideline for setting increasingly complex purposes. In Foundation, the purposes are nearly also answered through discussion, but as we progress purposes can be discussed through writing or through further exploration. Please note that for many purposes you will need to do them repeatedly until students are able to extract the information independently.

The purposes below are not a definitive list but are designed as an example of how we can use the curriculum to guide our planning – there are many other purposes we can generate from the curriculum content descriptors. Additionally, many other English goals are met as we implement balanced literacy instruction, such as discussing texts, sharing feelings and thoughts, creating texts, etc.

Some of the purposes for earlier year levels can also be used with students at higher grades by increasing the difficulty level as appropriate.

Purposes for Foundation Students

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

- Read to find ways in which a character shows they like something/someone
 - Anchor: Talk about words you might use for different things you like/dislike e.g. food, animals (use like pages in PODD)
- Read to find ways in which a character shows they don't like something/someone
 - Anchor: Talk about words you might use for different things you dislike e.g. food, animals (use don't like pages in PODD)
- Read to find ways in which a character tells people what they need
 - Anchor: Generate a list of things we need to survive and things we want

Explore the different contributions of words and images to meaning in stories and informative texts (ACELA1786)

- Read to remember <insert number> details from the story
 - Anchor: Make a list of the things you have to remember to take home at the end of the day
- Read to find <insert number> pieces of information in the pictures
 - Anchor: Using a picture, get the students to tell you things they see in it



- Read to discover one piece of information in the text and one piece from the illustrations
 - Anchor: As for the above examples
- Read to identify a title
 - Anchor: Ask student to name titles of previous books you have read as a class
 - For very emergent students, have a list of four suggested titles (none of them correct)

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

- Read to discuss experiences the character has that are similar to your own
 - Anchor: discuss things you do in a normal day. Use the timetable as a support if needed.
- Read to discuss experiences the character has that are different to your own
 - Anchor: discuss what you do on the weekend that is different to what you do during the week

Identify some features of texts including events and characters and retell events from a text (ACELT1578)

- Read to remember and retell the story.
 - Anchor: Remember an event from school and work together to retell what happened.
- Read to identify words that describe characters in the story.
 - Anchor: Make a list of words that describe a familiar person.
- Read to identify words that describe that describe setting(s) in the story.
 - Anchor: Make a list of words that describe a familiar place.
- Read to identify words that describe major events in the story.
 - Anchor: Make a list of words that describe a special event or activity the students experienced at school.
- Read to identify the place where the story took place.
 - Anchor: Match activities the kids do at school with the name of the places where they do them (eat D cafeteria: PE D gymnasium)
- Read to remember and retell the story.
 - Anchor: Remember an event from school and work together to retell what happened.
- Read to identify what happens in the beginning, middle, and end of the story.
 - Anchor: Identify the things that happen at the beginning, middle or end of the school day (using the schedule as needed).
- Put these events from the story in the order they occurred.
 - Anchor: Put the events of the school day in order.



Identify some differences between imaginative and informative texts (ACELY1648)

- Read to identify what is “real” and what is “imagined” in texts
 - Anchor: Make a list of real things you did on the weekend and things you would like to do!
- Read to identify if you could use this text to help you get information on a topic
 - Anchor: Read a short non-fiction piece about a topic

Purposes for Year 1 Students

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others.

- Read to identify different ways in which characters in the book greet each other
 - Anchor: Make a list of the different ways in which we greet each other
 - Follow up: Write a short story where two characters greet each other.
 - Follow up: Make a short video where characters say hello in different ways

Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)

- Read to discover different questions characters in the book ask
 - Anchor: Make a list of the different questions you are asked in the day
- Read to discover different ways characters in the book ask for things
 - Anchor: Make a list of the different things you ask for during the day and how you ask for them

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

- Read to identify the feelings of characters in a story.
 - Anchor: Identify own feelings under different circumstances.
- Read to identify how the character feels throughout the book
 - Anchor: Talk about different feelings we have, using the PODD feelings page as a support
- Read to identify how different characters feel in the book
 - Discuss how we feel differently about different things during the day
- Read to identify how the pictures tell us how the character is feeling through the book
 - Anchor: Talk about different feelings we have, using the PODD feelings page as a support
 - Follow up: write a short story about a time you felt really happy



○ Follow up: write a short story about a time you felt really sad
Identify the parts of a simple sentence that represent "What's happening", "What state is being described", "Who or what is involved" and the surrounding circumstances. (ACELA1451)

- Read to answer who and what questions about details in the text (identify the questions up front - don't ask them all on one read).
 - Anchor: Answer questions about a familiar situation that have the same format as the target question.
- Read to identify words in the text that give you the who and what information (don't ask them all on one read)
 - Anchor: Take a familiar text and go through and identify the words for the target question.

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

- Read to answer when, where and how questions about details in the text (identify the questions up front - don't ask them all on one read).
 - Anchor: Answer questions about a familiar situation that have the same format as the target question.
- Read to identify words that give you the when, where and how information (don't ask them all on one read)
 - Anchor: Take a familiar text and go through and identify the words for the target question.
- Read to identify words that are used to describe the setting(s) in the text and write your own description of the setting
 - Anchor: Describe a familiar place e.g. classroom, hall
 - Follow up: write a few sentences describing a familiar place e.g. your home
- Read to identify words that tell you what a character does in the text and write a list of them
 - Anchor: write a list of action words for the different things you do each day
- Read to identify words that are used to describe a character in the text and write your own description of the character
 - Anchor: Describe a familiar person e.g. teacher
 - Follow up: write a few sentences describing a familiar person e.g. mum

Describe how authors create characters using language and images (ACELT1581)

- Read to decide which of our describing words describes <insert main character name> and which words do not describe <insert main character name>."
 - Anchor: Tell students, "Let's begin by thinking of all of the words we know that we can use to describe ourselves. I can start with



one, I am _____. (write it down, think aloud while writing). Can each of you give me a word that describes yourself?" Keep going until you have 10 or more that describe a person.

Examples: boy, girl, nice, smart, funny, big, helpful

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students own experiences (ACELT1582)

- Read to discover how the experiences of a character in the text are similar and different to you and write about the similarities and differences.
 - Anchor: make a list of the things you do to get ready in the morning and talk about how these are similar and different to the students
- Read to identify something that occurred in the text and write about how you would feel it if happened to you.
 - Anchor: discuss something that might happen (e.g. missing the bus to school) and how that would make you feel.

Discuss features of plots, characters and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

- Identify the place where the story took place.
 - Anchor: Match activities the kids do at school with the name of the places where they do them (e.g. cook - kitchen: PE - gymnasium)
- Some of the purposes above about characters and settings also cover this content description

Purposes for Year 2 Students

Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

- Read to discover your opinion of the book, based on the story and pictures, and whether or not you enjoyed it. Say how the book made you feel.
 - Tell students, "We all have lots of feelings and our faces often show or express how we feel. Not everyone looks the same when they feel a certain way. Not everyone feels the same way in different situations." Write "Feelings" at the top of the chart, and ask students to show how they look when they are feeling happy, sad, mad, scared, and tired. As the teacher calls out each feeling and the students show their faces, the teacher writes the words down the left side of the chart paper. During background you might also ask students to tell you things that make them feel happy, sad, mad, scared, and tired.

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)



- Identify which of these details <provide a list of things from the book that are and are not important details> are important details from the book.
 - Anchor: Make a list of all of the important things we do at school.

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)

- Read to match experiences from the book with the character who experienced it.
 - Anchor: Match funny anecdotes from school with the names of kids who experienced them.
- Read to identify the place where the story took place.
 - Anchor: Match activities the kids do at school with the name of the places where they do them
- Read to tell how the adventures or experiences of characters in the story are the same and different.
 - Anchor: Tell how the things students do at school are the same and different.

Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)

- Today you will read/listen so that you can tell which of the things we remember about <insert familiar book title> are the same and different in <insert less familiar book title>."

(You will need two books. One should be a book you have already read several times for a variety of purposes so you are sure students know it quite well. The 2nd book should be less familiar and be on a similar topic to the first book.)

- Anchor: Tell students, "Remember this book <insert title>? We read it last week/month. Think about it for a minute. Can you remember what it was about? I can tell you some of the things we learned and did when we read this book <insert a few examples such as we read this book to learn how the characters feel>. Let's look back at a few of our favorite parts from this story. <give students a chance to guide you back to those places if they can> Today we're going to read a new book that is kind of like this book." Make two columns on a chart. Put the name of the familiar book on the top of one and the less familiar book on top of the other. In the column with the familiar book, work with students to list things about the book. You can give students choices if they are unable to generate their own. For example, you could ask, "Who were the characters in this book?" or could provide some choices and ask the students to choose the characters they remember from the book. Be sure to guide students to remember the things that are most obviously the same and different about the two books.

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)



- Read to see how well your prediction matches what the text is actually tells us.
 - Anchor: 1. The teacher selects 12 or more content words from the text and writes them on cards. 2. Students work together to group words and generate labels for the groups. 3. Teacher leads students in discussing the groupings and the labels. 4. Make a prediction about what the text is going to be about given the words and word groups.

Purposes for Year 3 Students

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

- Ask a question about something the author says.
 - Anchor: What questions do we ask during morning group.

Draw correlations between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

- Match experiences from the book with the character who experienced it.
 - Anchor: Match funny anecdotes from school with the names of kids who experienced them.
- Tell how the experiences of characters are the same or different.
 - Anchor: Tell how two students are the same and different.
- Tell how the experiences of characters are the same or different to your own.
 - Anchor: Tell how your holiday activities are similar and different from your friends

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)

- This article is about <insert individual's name> and <insert place>. Read to find out what <insert individual's name>'s connection is to <insert place>.
 - Anchor: 1. Guide students in thinking about the school and their connection to school. 2. Ask students to generate a list of words that describe their connection to school. Students will generate words like, *student, learn, work, make friends, listen, read, write, etc.*

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)

- Read to identify the problem described in the book, based on the story, pictures, and the reader's own background knowledge
 - Anchor: Tell students, "Lots of stories are about how people try to solve or fix problems. In 'The Wizard of Oz,' Dorothy is trying to



get back home to Kansas. Can anyone tell me the name of a book about someone trying to fix or solve a problem?" The teacher writes all of the book titles the students say on the chart paper, and a short description of the problem. The teachers prompts additional yes/no or longer responses by asking questions such as:

- ❖ Tell me if there is a problem in Pigsty.
- ❖ Tell me if there is a problem in If You Give a Moose a Muffin.
- ❖ Tell me if there is a problem in (name a book).
- State Purpose: The teacher reads the three potential problems that are written on the chart. Tell students clearly, "Listen so that you can choose the main problem <insert character names> have in the book, <insert book title>."
- Read to identify the reasons why _____ (something happened) –
Note for teacher: this is a cause effect exercise
 - Anchor: 1. Ask students to recall a time in their life when they have lost privileges or setup a scenario (your parents took away your phone). 2. Students generate a list of possible reasons why the privilege might be taken away. 3. As a group, create a cause effect graphic organiser that shows how the reasons can lead to losing a privilege.



- Read so that you can identify the problem, remember the solutions that are presented, and identify the solution that solved the problem.
 - Anchor: a. Help students recall a time when they had a problem that needed to solve or give them a problem to think about:
For example:
 1. Forgot lunch money
 2. Lost a library book
 3. Made a friend mad
 - b. After the group has identified one or more problems, work with them to generate a list of all of the ways that you could solve that problem.
 - c. As a group, create a problem-solution graphic organizer.
 - d. Identify the solutions that actually worked to solve the problem.



- Tell students that they are going to read so that they can list all of the reasons why <insert major event> happened according to the text.
 - Anchor: 1. Ask students to make a list of **all** of the possible reasons why they might miss school. 2. Work with the group to look at the lists and find all of the reasons students really have missed school.
- Prepare a timeline of events in the text intentionally leaving some events out. Review the timeline and tell students, "These are all events in this article, but some are missing just like we had (days/months) missing. While you read, think about these events and figure out what is missing." *NOTE: You can leave out events that are directly described or events that must be inferred based on information that is provided.*
 - Anchor: 1. Prepare cards with the days of the week or months of the year written on them. 2. Give students 3 or 4 random cards and ask them to put them in order (Beginning with Monday or January). 3. Once they are in order, work with students to identify what is missing in the sequence.
 - *NOTE: You could do the same thing with the class schedule, time of day, major holidays, anything that has a chronological sequence.*
- Read to see what ideas the individuals in the article have about _____ and the ways those ideas are the same and different.
 - Anchor: 1. Work with students to create a list of the things they'd like to do <chose one context for the entire group. For example, afterschool, with friends, on vacation, with your family, etc...> 2. Review the ideas generated by all emphasizing that these are all "ideas of things they could do." 3. Figure out how the ideas are related to one another <For example, they are the same because they involve friends, exercise, games>
- Show students key words from the text written as column headers on a chart. Tell them, "Read so that you can tell me all of the words you think about when you think of the words <read the words on the chart.>"
 - Anchor: 1. Create a chart with key words from the text as column headers. 2. Ask students, "Tell me all of the words you think about when you think of the words <read the words on the chart.>" Record the words on the chart as students call them out. 3. Review all of the words and identify those that relate to more than one of keywords. *For example*, in a text about precipitation, list the words Rain, Sleet, Snow. Students generate words like wet, cold, white, hard, soft, frozen, ice, etc... Help students see



that some of the words (cold) can be used to describe more than one key word.

Some of the purposes above were developed by staff at the Centre for Literacy and Disability Studies.