

Give your students the strategies they need to confidently read and understand informative texts

Making Connections

Monitoring and Clarifying

Predicting and Inferring

Questioning

Summarising

Visualising



Explorations
Strategies for Comprehension
for informative texts



ELEANOR CURTAIN
PUBLISHING



of what students read in the real world are non-fiction (informative) texts*

Explorations **Strategies for Comprehension** for informative texts is a new and flexible Australian resource that teaches the key comprehension strategies students need to become competent and motivated readers and comprehenders of text.

The five modules, one for each year, for Years 2–6+ provide scaffolded instruction as students learn to meet the literacy demands of all areas of the wider curriculum.

Teach with authentic, complete, high-interest and age-appropriate short texts

Across the five modules there are:

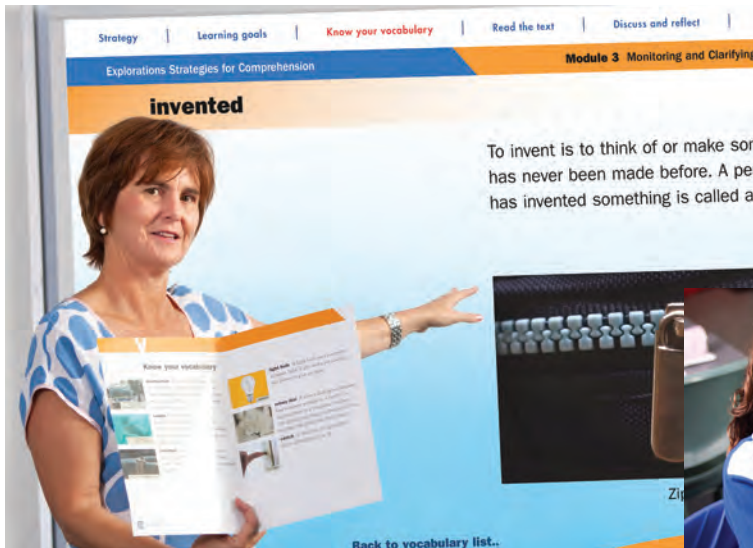
- 150 short informative texts
- All texts are complete texts, not excerpts
- Within each strategy the texts are linked by a common concept, which encourages higher level thinking and discussion
- Each text presents a clear model of a text type: report, recount, explanation, interview, discussion, argument
- They are real texts from the successful **AlphaWorld** and **AlphaExplore** series



"We've found that this resource complements any reading program."

Dr Alison Davis

Texts are available in both digital and print formats



You can teach from either the digital or the print version, allowing for greater flexibility in teaching.

A complete digital version is included in each module. The stand alone digital version can be purchased separately for \$299.



What is in each module?

6 Lesson Plans
(1 per strategy)

6 Model the Strategy Posters
(1 per strategy)

Working with a Partner Card
(12 copies of each card per strategy: total 72)

24 Independent Practice Cards
(8 copies of each level per strategy: total 144)

1 Teacher Resource Book

1 CD containing a complete digital version of the module (Valued at \$299[†] — Free for use in your school)

The image shows a variety of educational materials. On the left, there are stacks of 'Lesson Plans' and 'Working with a Partner Card'. In the center, a 'Teacher Resource Book' is visible. To the right, there are 'Model the Strategy Posters' and 'Independent Practice Cards'. A CD is also shown at the bottom right. The materials are colorful and feature various illustrations, including a butterfly and a lion.

Use a model of effective instruction

The Gradual Release of Responsibility



Introduce each strategy with a modelled lesson for a group or whole class. The teacher and students work from a digital version of the text on an interactive whiteboard. The teacher uses a shared-reading approach and “*thinks aloud*” to model and make explicit the process of using the strategy.

Moving on to the second sequence, the teacher starts the lesson by working from the interactive whiteboard, sharing the reading of the text and modelling aloud. The teacher then hands responsibility over to the students. The students work in pairs, using their large-format *Working with a Partner* cards.

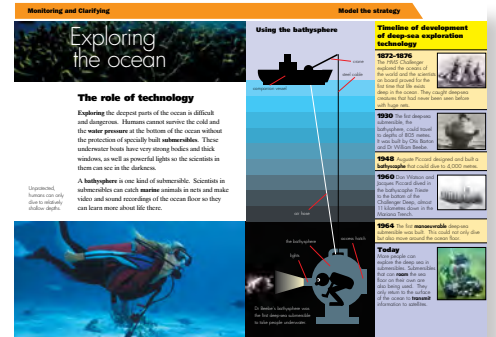
When students have mastered the strategy, they work individually on one of the *Independent Practice texts*. The text level is differentiated for students, as identified by one, two or three stripes on the cards indicating degree of difficulty.



There is an easy-to-use Lesson Plan for each strategy. It includes plans for the three sequences in the gradual release of responsibility process.



The digital text for the **Model the Strategy** lesson is also provided in a printed poster format.



The **Working with a Partner** cards are available in both print and digital formats. The printed cards are in multiples of 12, for ease of use in the classroom.

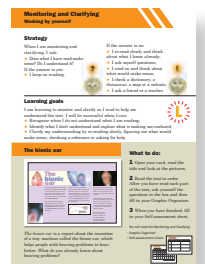


The **Independent Practice texts** are provided at three levels of difficulty — Below level, On-level and Above level. Clear instruction for students are provided on each card. 8 copies of each level.

Below level

On-level

Above level



How this unique resource supports your classroom needs

1 A clear model for teaching the 6 key comprehension strategies

- Making Connections
- Monitoring and Clarifying
- Predicting and Inferring
- Questioning
- Summarising
- Visualising



2 Modules provide authentic, short, high-interest informative texts that are complete. The texts are not excerpts.

In each of the texts, the vocabulary specific to each text is explained in student-friendly language.

Monitoring and Clarifying Working with a partner

Where would we be without these?

The electric light
Then Before electric lights were invented, people used fire, candles and lamps for light. People often had to make their own candles, which took a lot of time because they needed many candles to get enough light to read by. Many houses burned down when candles or lamps were accidentally knocked over.
Now Today people can light a room simply by flicking a switch. Lights are used for many things. They are found in phones, ovens and refrigerators, and are used to control traffic and to guide airplanes to the ground at night.
Did you know? The first light bulb was invented by Humphrey Davy in 1800, but Davy's light bulb burned for only a short time. Thomas Edison figured it out that it could last for more than 1,500 hours. Edison also invented the first electricity-generating station so that houses could be lit by using electric light bulbs.

The telephone
Then Before telephones were invented, people gave each other messages by talking face to face or by writing letters. Although letters could be sent a long way, it could take months for them to reach their destination. People found out about things happening in other places a long time after they had happened.
Now Today telephones connect people all over the world, and mobile phones mean that people can be contacted just about anywhere. Telephones enable people to get information instantly.
Did you know? The first telephone was invented in 1876. According to the story, the first telephone conversation was between the inventor, Alexander Graham Bell, and his assistant, Thomas Watson. Bell said, "Mr. Watson, come here. I need you!" Mobile phones were first invented in 1946, but it wasn't until 1978 that they could be used over long distances.

3 Teacher-friendly Lesson Plans support the gradual release of responsibility process.





A complete digital version of all the resources is included in each module. Along with the print format this allows for greater flexibility in teaching.

If you choose to teach exclusively from an interactive whiteboard you may buy the digital version alone.



4 Key words are explained and examples are supported by clearly captioned photographs.

Vocabulary knowledge is a critical aspect of reading comprehension.

Know your vocabulary

 graze If an animal grazes, it eats growing grasses and other plants. An animal that grazes usually eats on and off all day. Most plant-eating animals graze. <small>This herd is grazing.</small>	 raise <i>Raise</i> means to look after either young children or animals as they grow. For example, a farmer might raise chickens, cows, sheep and pigs. <small>They are raising chickens.</small>
 inland The Earth is made up of areas of land surrounded by the ocean. Areas of land away from the coast are inland areas. <small>This desert is an inland area.</small>	 reeds A reed is a type of plant. It is tall and slender and is a member of the grass family. Reeds grow very well in wet areas. <small>Reeds grow in wet areas.</small>
 permanent If something is permanent, it is always the same. <small>The Taj Mahal is permanent.</small>	 predate To predate is to be older than. <small>This zebra predated that horse.</small>

inland The Earth is made up of areas of land surrounded by the ocean. Areas of land away from the coast are inland areas.

This desert is an inland area.

5 The 5 modules (for Years 2–6+) are closely linked to:

- **Australian Curriculum: English**
- **NSW Curriculum**

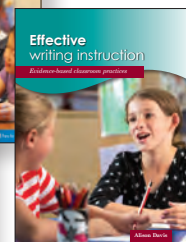
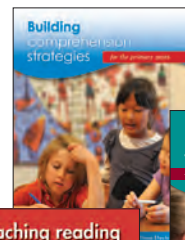
See the correlations at
strategies-for-comprehension.com.au



About the author

Dr Alison Davis is a leading literacy researcher, writer, speaker and professional development provider. Alison is particularly well known for her research on reading comprehension. Her professional development books – *Teaching reading comprehension*, *Building comprehension strategies* and *Effective writing instruction* – are published by Eleanor Curtain Publishing.

To purchase, visit www.ecpublishing.com.au



For further information, contact
info@strategies-for-comprehension.com.au
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Module	Reading Age	ISBN	Price	Qty	Total
1 Year 2	7–8.5	978-1-74320-544-0	\$595 [†]		
	Digital version only	978-1-76017-591-7	\$299 [†]		
2 Year 3	8–9.5	978-1-74320-545-7	\$595 [†]		
	Digital version only	978-1-76017-592-4	\$299 [†]		
3 Year 4	9–10.5	978-1-74320-335-4	\$595 [†]		
	Digital version only	978-1-7 6017-593-1	\$299 [†]		
4 Year 5	10–11.5	978-1-74320-336-1	\$595 [†]		
	Digital version only	978-1-76017-594-8	\$299 [†]		
5 Year 6+	11–12.5	978-1-74320-852-6	\$595 [†]		
	Digital version only	978-1-76017-595-5	\$299 [†]		
All modules include digital version valued at \$299 [†] ORDER NOW, Phone 1300 764 276			Postage and Handling		\$9.95
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