



Explorations

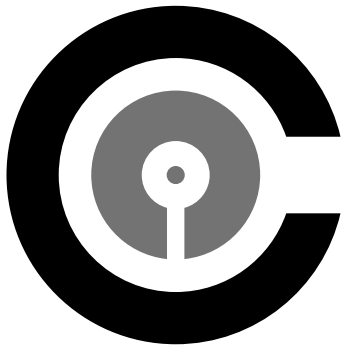
# **Strategies for Comprehension**

for informative texts

## **Teacher Resource Book**

**Dr Alison Davis**





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for informative texts

## **Teacher Resource Book**

**Dr Alison Davis**



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# From the author

Ensuring all of our students become competent and motivated readers and comprehenders of text is one of the most important things we will ever achieve as educators. Reading is an important life skill for both work and recreation. *Explorations **Strategies for Comprehension** for informative texts* has been explicitly planned and developed with this goal in mind.

Skilled readers are extremely active when they read. They select, use and monitor a range of comprehension strategies to understand the content of the material they read. Instruction on how to use comprehension strategies, when to use them and the learning benefits of their use is part of effective classroom reading comprehension practice.

This resource is for everybody – teachers and students alike will love this material.



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. She has led initiatives focused on accelerating and sustaining improved levels of reading comprehension in students of all levels of ability.

# Reading comprehension strategies

*Explorations Strategies for Comprehension for informative texts* provides a series of explicit teaching and learning activities that develop student knowledge, use and application of a range of reading comprehension strategies. The resource provides scaffolded instruction for students in primary years as they learn to meet the reading demands of various areas of the curriculum including science, technology, health and social studies.

Good readers are active when they read. They use a range of strategies to assist them to read and comprehend with fluency and accuracy.

*Explorations Strategies for Comprehension for informative texts* explicitly focuses on six of the key strategies used by “good” readers.

## Making Connections

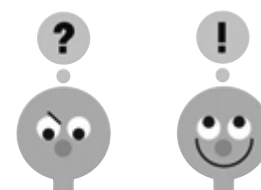
When you use the Making Connections strategy, you connect things you already know with new ideas and information that you are reading about.



## Monitoring and Clarifying

When you use the Monitoring strategy, you notice when something you are reading makes sense and when it does not, and you think about why this is so.

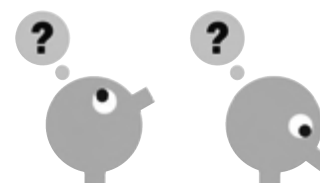
When you use the Clarifying strategy, you take action to understand and figure something out when what you are reading does not make sense.



## Predicting and Inferring

When you use the Predicting strategy, you find clues in the text, such as the title and the pictures, and use them to make a really good guess at what you think the text will be about before you read.

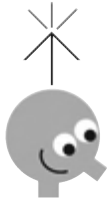
When you use the Inferring strategy, as you read, you think and feel something that the author has not actually stated, but has given enough clues for the reader to believe it could be so.



## Questioning

When you use the Questioning strategy, you ask questions to help clarify and understand the ideas and information you are reading. You ask questions before you read, while you are reading, and after you have finished reading.





## Summarising

When you use the Summarising strategy, you think about what you know and understand to be the most important ideas the author is including in the text.



## Visualising

When you use the Visualising strategy, you think about what you “see” as you read. You form a picture in your mind of what you are reading about. You use your senses to help you to build this picture.

*Explorations Strategies for Comprehension for informative texts* is closely linked to the Australian and New Zealand English curriculums.

# Research and instructional model

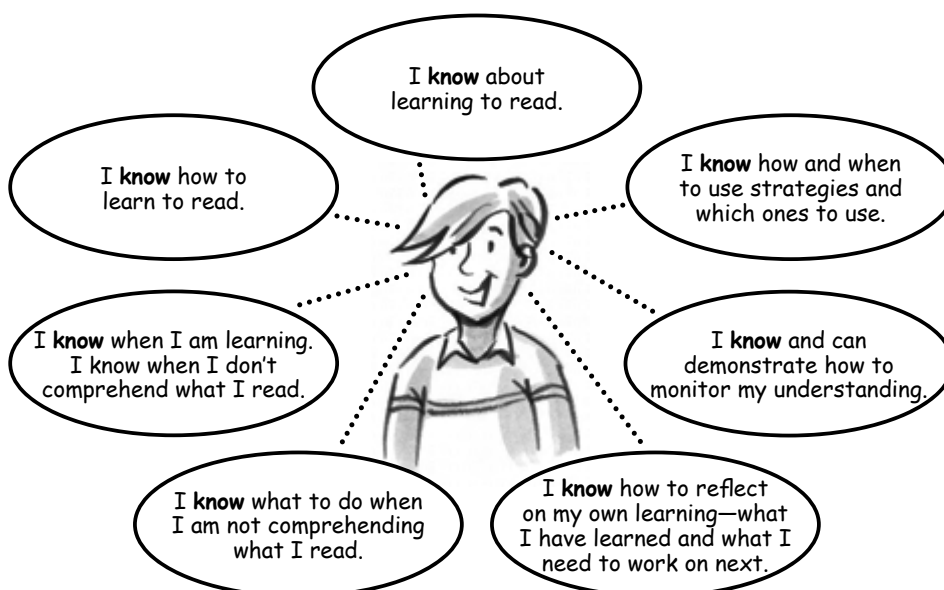
## Metacognitive comprehension instruction

Metacognitive comprehension instruction, a term coined by Davis (2007; 2011), is an approach to teaching and learning that deliberately builds students' awareness, knowledge and understanding of the various reading comprehension strategies they use to make meaning and support their learning as they read. The approach provides explicit information and feedback for learners on how and when to use strategies to support their learning. Central to metacognitive comprehension instruction are the practices of metacognition and formative assessment.

## Metacognition

Metacognition is developing awareness of one's own thinking and learning. It is the process through which students become aware of how they think and learn and the strategies they use to help them think and learn. In the context of reading comprehension, metacognition involves students knowing the strategies and skills used by skilled readers to make sense of the text they read, learning how to apply these independently and as needed to support their own reading, and reflecting on what they have learned in order to be able to self-monitor and further develop their own reading comprehension.

The metacognitive student knows and understands about learning. Teachers and students use the talk-aloud and the think-aloud approaches, as well as activating prior knowledge, to support metacognitive learning.





## Talking aloud

Students are actively encouraged through scaffolded instruction to talk about their thinking, understanding and learning, both during reading and after reading. Talking aloud during reading enables the teacher to monitor the students' developing comprehension of text. Talking aloud after reading provides an assessment of how effectively students have understood the main actions, ideas and themes in the text.

## Thinking aloud

A slightly higher metacognitive behaviour than the talk-aloud approach, the think-aloud approach is where students explain their thinking as they read. They explain what they are thinking, why they are thinking, the connections they are making between ideas and the questions they may have. They clarify their own understanding as they share what they are thinking with themselves, their peers and their teacher.

## Activating prior knowledge

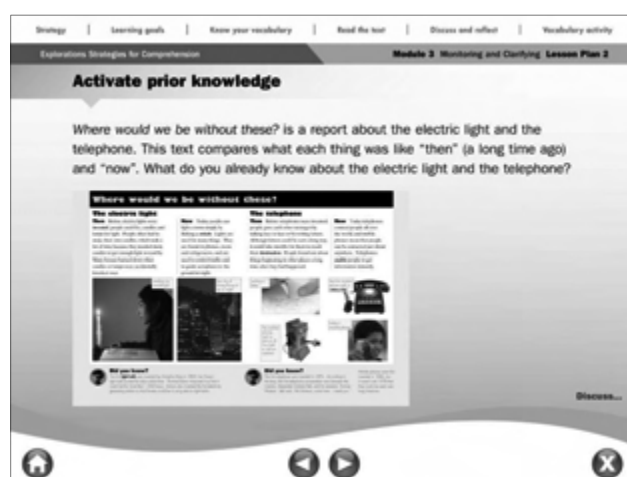
Skilled readers activate their prior knowledge before they read. They think about what they know about the content of the text they will be reading, about the structure of the text they will be reading and about the vocabulary they expect to encounter during reading.

Activating prior knowledge is critical in helping a student to understand and remember the content of what they read.

During reading comprehension instruction, teachers deliberately provide a prior knowledge activity to find out what students know about a topic before they read about it, to engage students in thinking about the content and structure of the text *before* reading, and to prepare them for comprehending the key ideas in the text.

The prior knowledge students have will be drawn from a range of personal experiences, including cultural experiences, social experiences and academic experiences, developed through what they have read, seen, heard and been involved in. Activating students' prior knowledge provides a preparation for students to meet the challenges and ideas in the text and also an opportunity for teachers to find out what information students already know about a topic.

Activating prior knowledge prepares students to meet the challenges and ideas in the text.



When students know very little about the content or topic, teachers can choose to adjust instruction in one of the following ways:

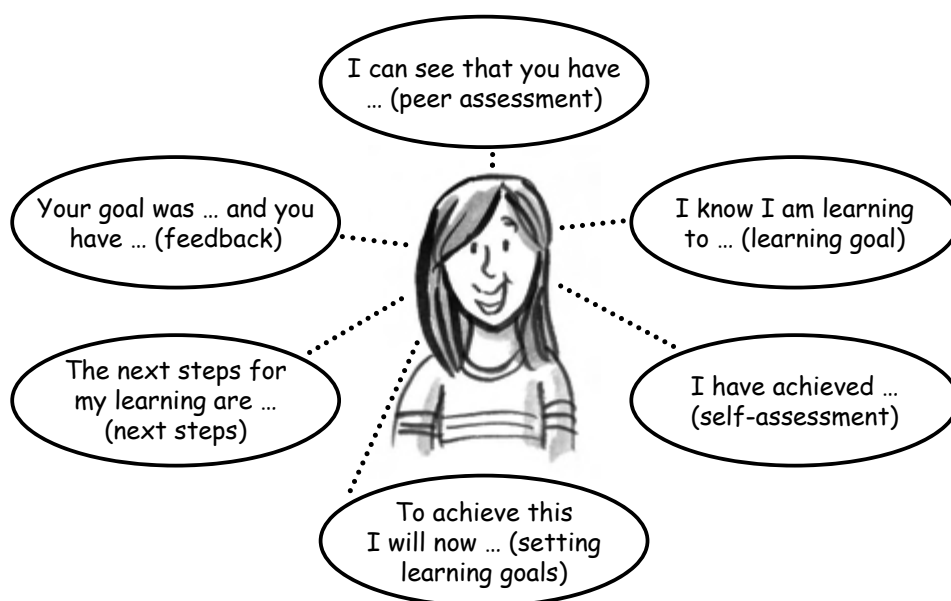
- Discussing the title and the photographs in the text to develop knowledge of some of the main ideas before reading
- Providing instruction on some of the key content-specific vocabulary before reading in order to prepare the students to understand the content
- Reading the text aloud to the students before commencing the lesson so that students have some idea of the gist and content of the text prior to instruction
- Taking the lesson over two or more reading sessions to spend greater time on developing knowledge of the main ideas and content of the text

In this resource, suggestions for activating prior knowledge are linked to the content of each of the texts. The prior knowledge activity should be used before the text is read.

## Formative assessment

Formative assessment is an integral component of effective teaching. It underlies the process through which teaching and learning is planned, implemented and adapted to meet students' learning needs. Through formative assessment, students learn to know the goal of each lesson, and what they need to know and do to be successful. They also learn to know if they are achieving the learning goals of the lesson and if not, what is causing the difficulty.

The formative assessment components for the focus strategies are outlined in the Assessment section (page 37).



# Resource components for each module

## Digital resources: Contents of the CD

### Resources for six comprehension strategies:

#### Making Connections

#### Monitoring and Clarifying

#### Predicting and Inferring

#### Questioning

#### Summarising

#### Visualising

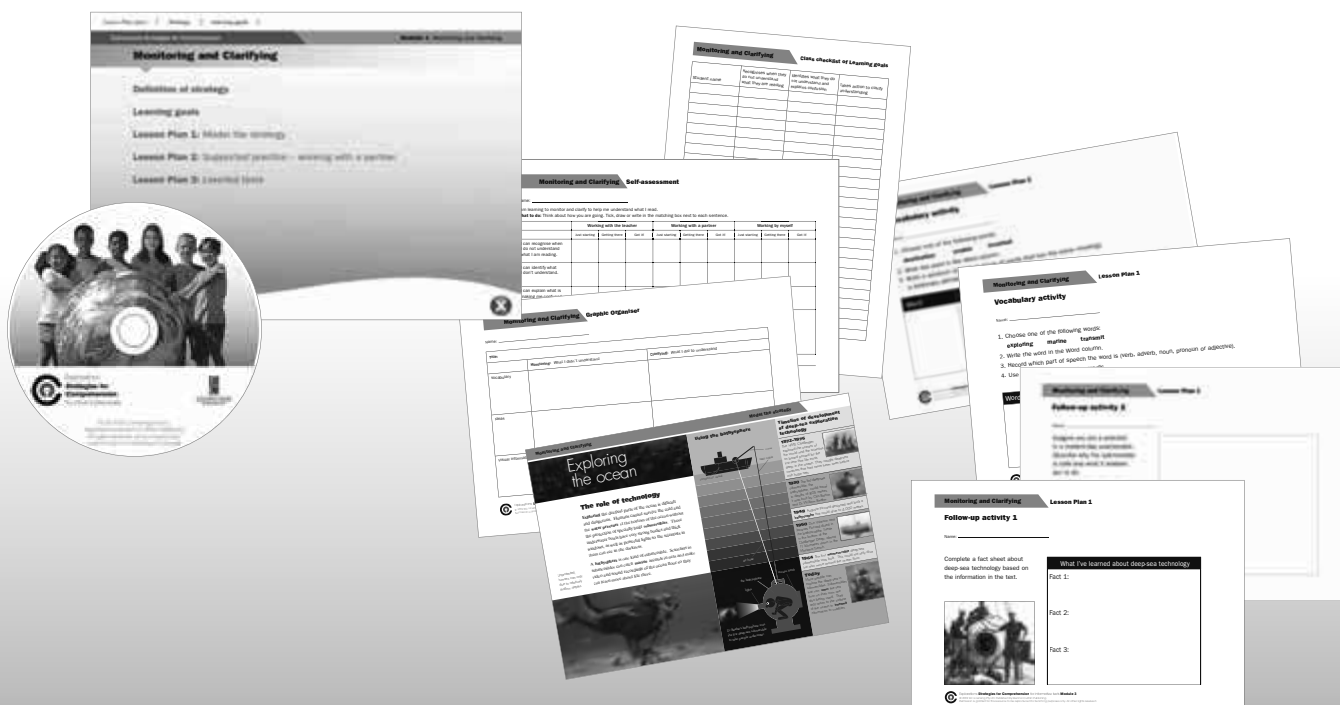
### Resources for each strategy:

#### Digital version (interactive PDF)

Lesson Plan 1: *Model the strategy*  
Lesson Plan 2: *Supported practice*  
Lesson Plan 3: *Levelled texts*

#### Printable resources

Text for *Model the strategy*  
Class checklist  
Graphic Organiser  
Self-assessment sheet  
Follow-up activities  
Vocabulary activities



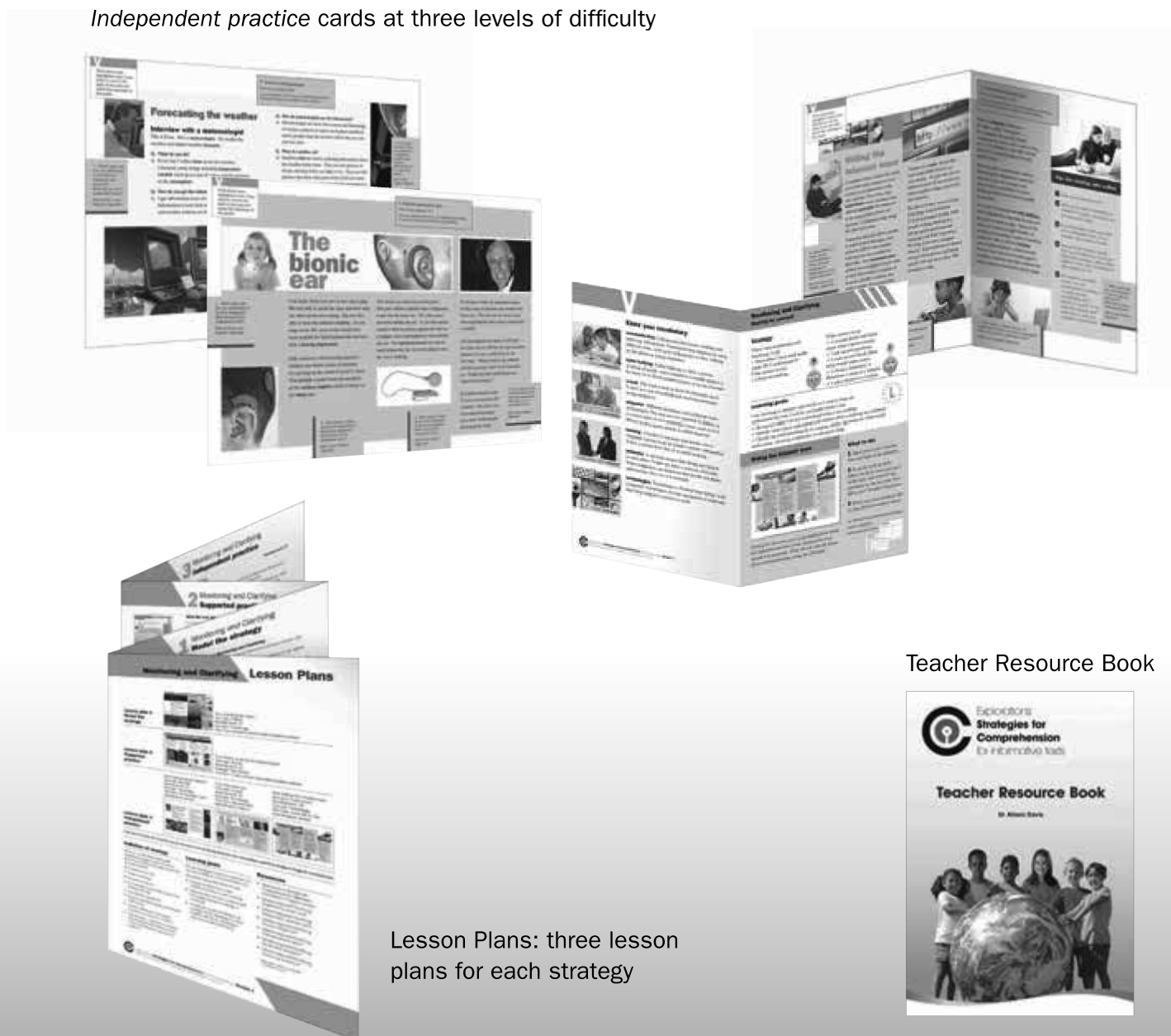
# Printed material for each strategy

Model the strategy poster for shared reading

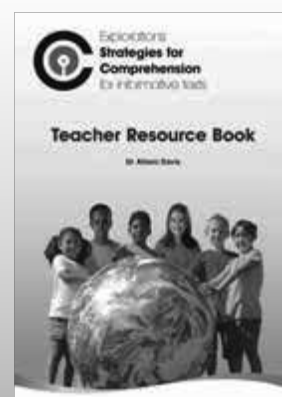
Supported practice card for partner work



Independent practice cards at three levels of difficulty



Teacher Resource Book



Lesson Plans: three lesson plans for each strategy

# Planning for instruction



*Explorations Strategies for Comprehension for informative texts* is based on an instructional model involving the gradual release, from the teacher to the students, of responsibility for understanding and using each comprehension strategy.

Easy-to-use, concertina-folded, eight-page Lesson Plans include outlines for the three stages of this process.

- Lesson Plan 1: *Model the strategy* – the teacher uses a shared reading approach and the think-aloud approach to model and make explicit the process of using the strategy.
- Lesson Plan 2: *Supported practice* – the teacher begins the lesson by sharing the reading of the first section of the text with the students and modelling the process of applying the strategy. Each student then works with a partner to continue and complete the lesson.
- Lesson Plan 3: *Independent practice* – the students work by themselves. Texts are provided at three levels of difficulty to cater for different levels of ability.

## Lesson Plan 1: Model the strategy lesson

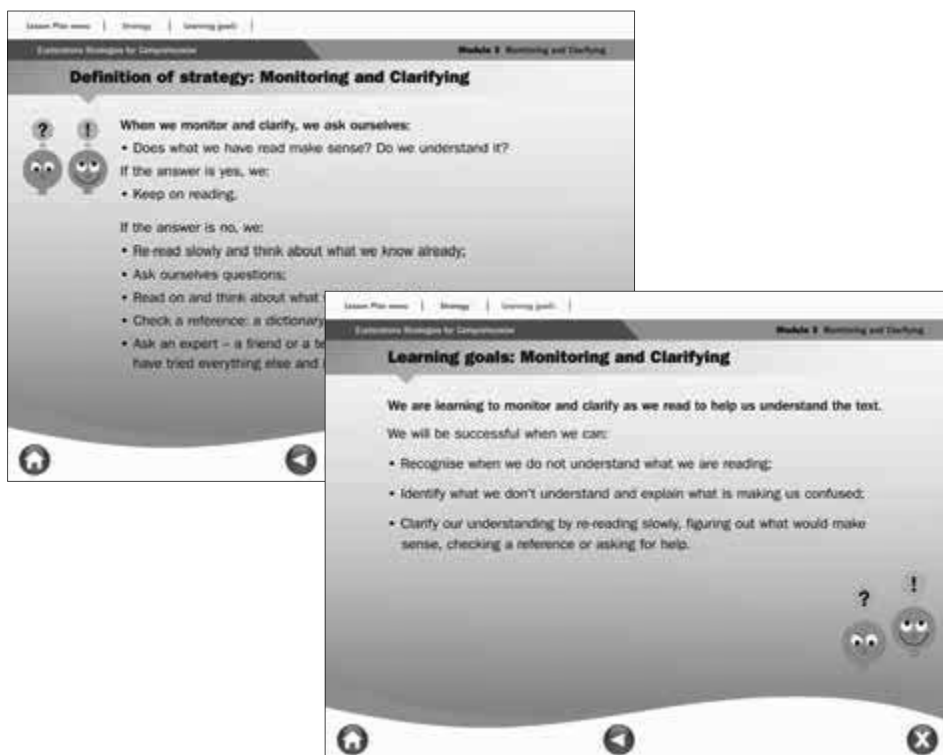
Because the teacher uses a shared reading approach and models the strategy, the digital version works best for this lesson. It may be used on an interactive whiteboard, or with a data projector or similar equipment.

The CD includes a digital resource of the entire lesson, as well as the following printable resources for this lesson:

- Graphic Organiser
- Self-assessment sheet
- Follow-up activities
- Vocabulary activity
- Class checklist

## Defining the strategy and discussing the learning goals

The *Model the strategy* lesson begins with a description of the strategy and the sharing of learning goals.



Definition of strategy and learning goals

## Activating prior knowledge

The teacher introduces the text and activates the students' prior knowledge of the subject matter.

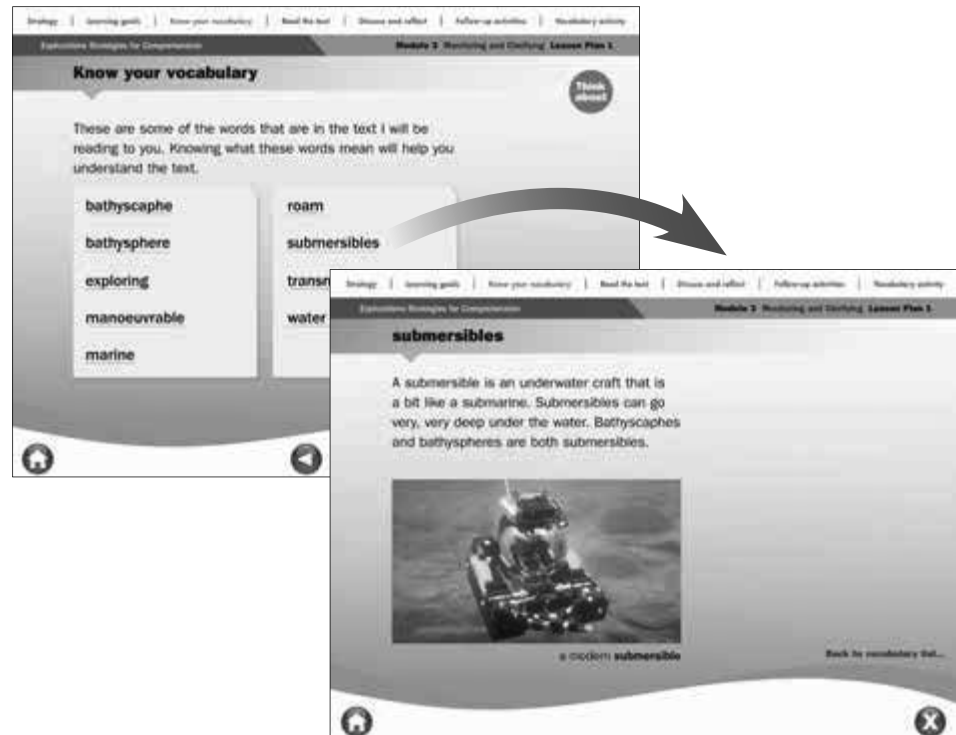


Key questions and tasks engage students in thinking about the content of the text prior to reading.

## Identifying key vocabulary

Key vocabulary that is critical for comprehension of the text is identified and discussed with the students. The teacher uses this opportunity to discover vocabulary that students do not know.

Explanations and photographs of each of these vocabulary words are provided on the digital version of the lesson.



## Reading the text

The text is divided into sections. The teacher shares the purpose for reading each section with the students, and then reads the text to the students, who follow on the screen.

The text is divided into sections. The teacher shares the purpose for reading each section.



## Demonstrating the use of the strategy: Teacher think aloud

Reading is followed by discussion. Using the think-aloud and/or talk-aloud approaches, the teacher demonstrates the comprehension strategy for the students.



There is an on-screen script for the teacher to use as a prompt. The teacher may choose not to activate this prompt. Examples of appropriate think-alouds are available in each *Model the strategy* lesson.

## Recording on the Graphic Organiser

On the screen, the teacher models how to complete the Graphic Organiser for this section of text.



The teacher models how to use the Graphic Organiser.

The process – reading a section of the text, demonstrating the use of the strategy by thinking aloud and recording on the Graphic Organiser – is repeated until the entire text is read.



## Discussion and reflection

After completing the reading of the final section of the text, the teacher introduces the discussion and reflection task. Teachers and students discuss what they have learned.

The teacher asks the students three questions:

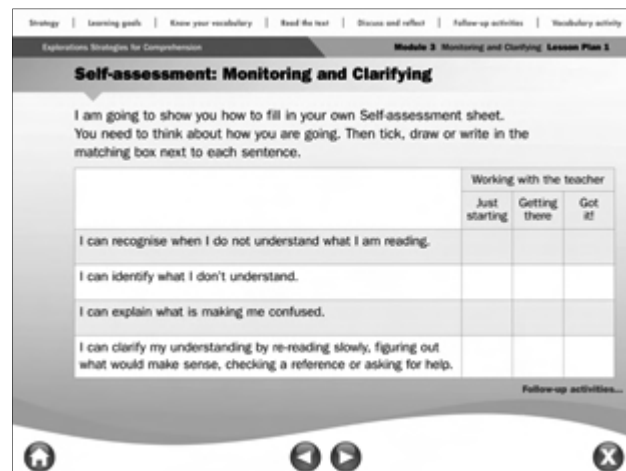
- The first question relates to the content of the text (identifying the most important information).
- The second question relates to the concept.
- The third question relates to the strategy the students are learning.



## Self-assessment

The teacher refers to the learning goals on the digital version and models the completion of the student Self-assessment sheet before the students fill in their own Self-assessment sheets.

The teacher models how to use the Self-assessment sheet.



## Revisiting the text:

### Follow-up activities and Vocabulary activities

The students revisit the text, reading it again either together or independently.


They then complete the Follow-up activities and a Vocabulary activity.

Strategy | Learning goals | Assess your vocabulary | Read the text | Discuss and reflect | Follow-up activities | Vocabulary activity

Explorations Strategies for Comprehension Module 3: Assessing and Clarifying Lesson Plan 1

### Follow-up activity 1

Complete a fact sheet about deep-sea technology based on the information in the text.



What I've learned about deep-sea technology

Fact 1:

Fact 2:

Fact 3:


Back to Follow-up activities...

Strategy | Learning goals | Assess your vocabulary | Read the text | Discuss and reflect | Follow-up activities | Vocabulary activity

Explorations Strategies for Comprehension Module 3: Assessing and Clarifying Lesson Plan 1

### Follow-up activity 2

Imagine you are a scientist in a modern-day submersible. Describe why the submersible is safe and what it enables you to do.



Back to Follow-up activities...

Strategy | Learning goals | Assess your vocabulary | Read the text | Discuss and reflect | Follow-up activities | Vocabulary activity

Explorations Strategies for Comprehension Module 3: Assessing and Clarifying Lesson Plan 1

### Vocabulary activity

1. Choose one of the following words:  
**exploring marine transmit**

2. Write the word in the Word column.

3. Record which part of speech the word is (verb, adverb, noun, pronoun or adjective).

4. Use this word to make other words:

Word	Part of speech	Word building

Back to Follow-up activities...

The teacher may choose to work with the students using the digital version, or to have the students work with a partner or independently on the print version of the activities.

## How do you teach a *Model the strategy* lesson if you do not have access to an interactive whiteboard?

It is important that an enlarged version of the text is made available to the group or the whole class for the *Model the strategy* lesson. Students need to be able to follow the text as the teacher reads so that they can fully understand what the strategy is and how to apply it, as the teacher shares the reading and models the application of the strategy.

For maximum flexibility, further resources are supplied.

- Digital resource: The digital version of the *Model the strategy* lesson will work very well with a DataShow or similar equipment. The interactivity built into the program will enable the teacher to move freely through the program, accessing and revisiting the various sections – such as Learning goals and Know your vocabulary – when needed.
- Printable resource: For each strategy a full-colour, printable version of the text for the *Model the strategy* lesson and the accompanying vocabulary explanations and photographs for each strategy are provided on the CD in the Printable resources folder. These files can be printed and used with a Visualiser or similar equipment so that the whole class can view the enlarged text.
- Poster: A full-colour poster presenting an enlarged version of the text is included for each *Model the strategy* lesson in the module. The teacher may need to take a lesson with a small group of students, and this is an appropriate resource to use in these circumstances. The vocabulary explanations and photographs are on the back of the poster.
- Lesson Plan: The Lesson Plan for the *Model the strategy* lesson provides all of the instructional information for this lesson.

Monitoring and Clarifying

Model the strategy


### Exploring the ocean

**The role of technology**

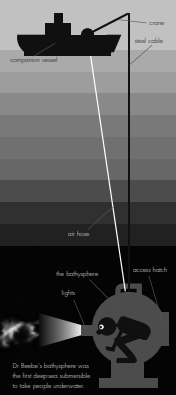
Exploring the deepest parts of the ocean is difficult and dangerous. Humans cannot survive the cold and the **water pressure** at the bottom of the ocean without the protection of specially built **submersibles**. These underwater boats have very strong bodies and thick windows, as well as powerful lights so the scientists in them can see in the darkness.

Unexpectedly, humans can only stay at shallow depths.

A **bathysphere** is one kind of submersible. Scientists in submersibles can catch **marine** animals in nets and make video and sound recordings of the ocean floor so they can learn more about life there.



**Using the bathysphere**



Dr Beebe's bathysphere was the first deep-sea submersible to take people underwater.

**Timeline of development of deep-sea exploration technology**

**1872-1876** The *Albatross* explored the oceans of the world and the scientists on board proved for the first time that life exists deep in the ocean. They caught deep-sea creatures that had never been seen before with large nets.


**1930** The first deep-sea submersible, the *Albatross*, could travel to depths of 825 metres. It was built by Otto Barton and Dr William Beebe.

**1948** August Piccard designed and built a bathysphere that could dive to 4,000 metres.

**1960** Don Watson and Jacques Piccard dived in the bathysphere Trieste to the bottom of the Challenger Deep, about 11 kilometres down in the Mariana Trench.

**1964** The first **manoeuvrable** deep-sea submersible was built. This could not only dive but also move around the ocean floor.

**Today** More people can explore the deep sea in submersibles. Submersibles that can **roam** the sea floor on their own are also being used. They only return to the surface of the ocean to **transmit** information to scientists.





## Lesson Plan 2: Supported practice lesson



### 2 Monitoring and Clarifying Supported practice

**Where would we be without these?**  
Text type: Report  
Reading level: 25  
Concept: Technology

**Revise the strategy: Monitoring and Clarifying**  
Before the lesson, revise the self-assessment task completed at the end of the Model lesson and refer to any notes you made in response to students' self-assessments. Review the comprehension strategy with your students. Refer to the definition of the strategy on the digital version or on the form of these Lesson Plans. Review the learning goals for this strategy. Refer to the learning goals on the digital version or on the form of these Lesson Plans. Check that all students understand the goals of this lesson.  
Say: Today we will continue to learn about the comprehension strategy Monitoring and Clarifying. You will be practicing with partners.  
Give each pair of students a Supported practice card for the text: *Where would we be without these?*

**Activate prior knowledge**  
Say: *Where would we be without these?* is a report about the electric light and the telephone. This text compares what each thing was like "then" (a long time ago) and "now". What do you already know about the electric light and the telephone?  
Ask the students to work with partners to discuss what information they would expect to be in each section.  
Ask: What does the heading "Then" make you think about? What do you think people's lives were like before the electric light and the telephone? What does the heading "Now" make you think about? How does having electric light and telephones affect our lives?

**Know your vocabulary**  
On the digital version, find this list of vocabulary: destination, enable, invented, light bulb, rotary dial, switch.  
Say: These are some of the words that are in the text we will be reading together. Discuss what these words mean and help you understand the text.  
Discuss each word with the students to find out their level of understanding.  
Say: Think about each highlighted word. Do you know what the word means? Have you ever heard this word being used? Is there any part of this word that you know?  
If students do not know that word, click the word on the digital version or refer the students to the back of the Supported practice card. Say: Listen (and look at the picture) while I read the explanation. It will help you understand the word.

**Read the text: paragraphs 1 and 2**  
Set the focus for reading. Say: Listen as I read paragraphs 1 and 2 to find out how the electric light has changed.  
Read paragraphs 1 and 2 aloud to the students.  
**Practice using the Monitoring and Clarifying strategy**  
Say: Think about what we have read. Let's talk about how the electric light has changed how people live.  
Ask: What didn't you understand? What could you do if you didn't understand the phrase "Rotary switch"?  
Give each student a Monitoring and Clarifying Graphic Organizer. With their partners, have the students discuss and start to fill in their Graphic Organizers.

Explorations: Strategies for Comprehension for informative texts Module 3

## Reviewing the learning outcomes of the Model the strategy lesson

The *Supported practice* lesson, in which the students work with partners, begins with a review of the strategy and the strategy learning goals.

The teacher directs the students to their Self-assessment sheet from the *Model the strategy* lesson and checks that all students understand the goals of the lesson.

## Activating prior knowledge

The teacher introduces the text and activates the students' prior knowledge.

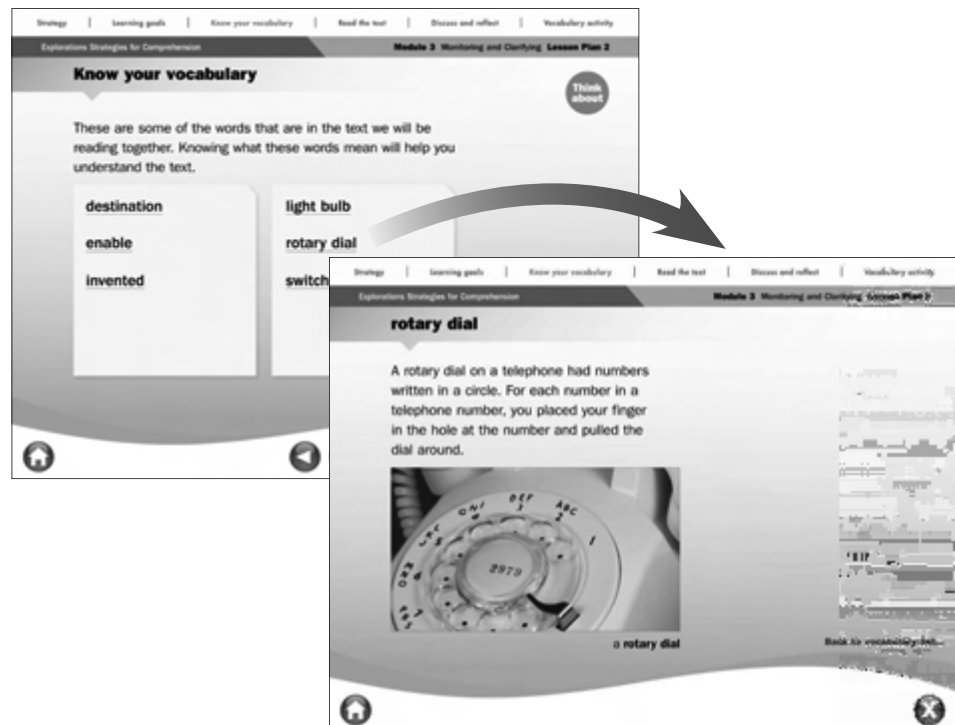


The teacher uses the digital version to access key questions and tasks designed to engage students in thinking about the content of the text prior to reading.

## Identifying key vocabulary

Key vocabulary that is critical for comprehension is identified and discussed with students. The teacher uses this opportunity to discover vocabulary that students do not know.

Explanations and photographs of each of the words are provided on the digital version.



## Reading the first section of the text

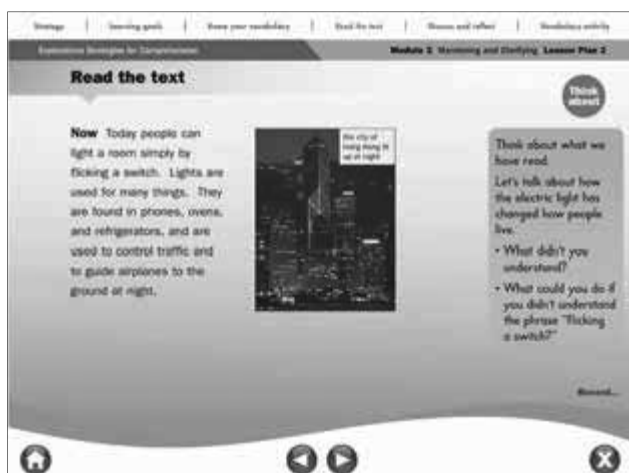
The text is introduced to the students using the digital version.

The teacher reads the first section to the students.

The text is divided into sections and the purpose for reading each section of text is shared with the students.



Reading is followed by discussion, with prompts provided that encourage students to use the comprehension strategy.



The teacher reintroduces the Graphic Organiser to the students to assist content and strategy learning. The teacher reminds the students of how they will use the Graphic Organiser and invites responses from the students to the questions and tasks.



It is the same Graphic Organiser the teacher used during the *Model the strategy* lesson. The teacher asks students to complete the Graphic Organiser for this section of text with a partner.

## Working with a partner

Then students, again working with a partner, read the remaining sections of the *Supported practice* text using the printed *Supported practice* cards. The students are supported while reading these sections in the following ways:

- The teacher sets the purpose for reading each section of text. The students read with their partners.
- The teacher leads the discussion after each section and the students work with their partners to complete the Graphic Organiser.

Students work with a partner using the *Supported practice* card.



This process of reading, discussing and recording continues as the teacher and students make their way through the text.

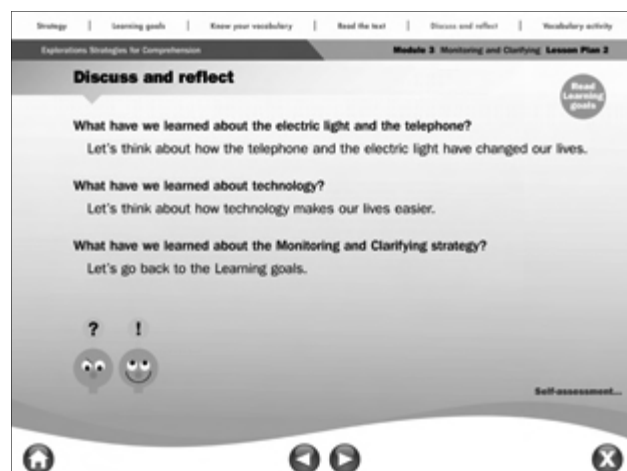
## Discussion and reflection

At the completion of reading, the teacher introduces the discussion and reflection task.

The teacher asks the students three questions:

1. The first question relates to the content of the text (identifying the most important information).
2. The second question relates to the concept.
3. The third question relates to the strategy the students are learning.

The discussion and reflection task can be introduced using the digital version or the printed Lesson Plan.



## Self-assessment

Students discuss with their partners what they have learned.

Using individual Self-assessment sheets, the students complete the self-assessment for the *Supported practice* lesson with their partner.

Monitoring and Clarifying
Self-assessment

Name: \_\_\_\_\_

I am learning to monitor and clarify to help me understand what I read.

**What to do:** Think about how you are going. Tick, draw or write in the matching box next to each sentence.

	Working with the teacher			Working with a partner			Working by myself		
	Just starting	Getting there	Got it!	Just starting	Getting there	Got it!	Just starting	Getting there	Got it!
I can recognise when I do not understand what I am reading.									
I can identify what I don't understand.									
I can explain what is making me confused.									
I can clarify my understanding by re-reading slowly, figuring out what would make sense, checking a reference or asking for help.									

One thing I learned about the Monitoring and Clarifying strategy is \_\_\_\_\_

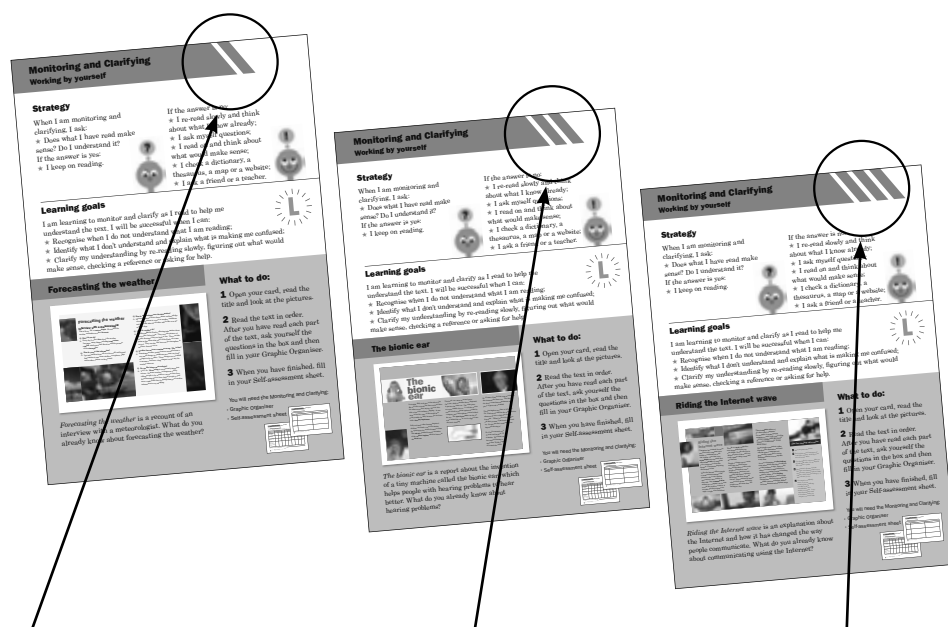
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The teacher may like to refer the students to the learning goals to prompt discussion of what the students have learned.



## Lesson Plan 3: Independent practice lesson

Three levelled texts are provided for independent practice.



One stripe indicates an easier text, two stripes an on-level text and three stripes a challenging text.

## Reviewing the learning outcomes of the Supported practice lesson

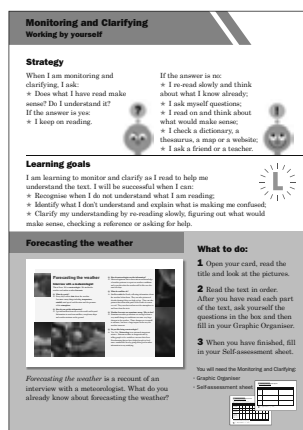
The *Independent practice* lesson begins with a review of the strategy and the strategy learning goals. The teacher directs the students to their Self-assessment sheets from the *Supported practice* lesson and checks that all students understand the goals of this lesson.

The teacher distributes cards containing levelled texts to students according to their varying abilities.

Directions on the front of each card show students how to work through the card.

## Activating prior knowledge

A small picture of the text on the front of the card alerts students to the nature of the text, and a question specific to each text prompts them to think about what they already know about the topic.



## Identifying key vocabulary

Key vocabulary that is critical for comprehension is identified in bold type on the text of the *Independent practice* cards. Students check their understanding of the meaning of these words and clarify those they do not know by using the explanations and photographs on the back of the *Independent practice* card.

Think about each highlighted word. If you need to, turn to the back of the card and check the meanings of the words.

3. Read the Learning goals again.  
How are you going so far?  
Let your teacher know if you are having any problems.  
If you don't have any problems, keep reading.

# The bionic ear

1. Which parts did you not understand in the first paragraph? What did you do to understand them? Start to fill in your Graphic Organiser.

Other actors were saying, "I can hear the audience clapping." Sally and many other hearing-impaired children can thank a team of scientists for opening up the world of sound to them. This **miracle** resulted from the invention of the **cochlear implant**, which is known as the **bionic ear**.

The bionic ear comes in several parts. One part, which is smaller than a fingernail, is put into the inner ear. The other parts are worn outside the ear. A coil that carries sound is held in position against the skin by a magnet, and a microphone is worn behind the ear. The **speech processor** can also be worn behind the ear, or can be clipped onto the user's clothing.

Dr Graeme Clark, an Australian doctor, led the team of scientists that invented the bionic ear. The idea for the device came from experiments with a piece of grass and a seashell.

The first implant was done in 1978 and Dr Clark says he still has the same reaction whenever he sees a child hear for the first time. "When I talk to the children and their parents, I just break down and cry. People just don't understand how important hearing is."

Dr Clark's research took 37 years and involved 175 scientists. The bionic ear has restored hearing to more than 70,000 people all around the world.

2. What words or ideas did you not understand in the second paragraph? What did you do to understand them? Add to your Graphic Organiser.

4. What words or ideas did you not understand in the third paragraph? What did you do to understand them? Add to your Graphic Organiser.

5. Which parts did you not understand in the last three paragraphs? What did you do to understand them? Add to your Graphic Organiser.

**bionic ear/cochlear implant** A cochlear implant is a tiny device that is implanted in the ear of someone who is deaf or has severe hearing impairment so they can hear better.

**hearing impairment** People with hearing impairments have problems hearing sounds. They are not able to hear what other people can. Like the bionic ear, hearing-impaired people can hear better with a cochlear implant.

**miracle** When something happens that wasn't expected, it is a miracle.

**speech processor** A device that converts sound into electrical signals that can be sent to a cochlear implant.

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## Reading the text

The *Independent practice* text is divided into sections. Students read each section independently. They follow the instructions on the *Independent practice* card. As students respond to each section of text, they are prompted to fill in the relevant section of the Graphic Organiser.

When students have completed reading the text and filled in the Graphic Organiser, they then fill in the Self-assessment sheet.

Think about each highlighted word. If you need to, turn to the back of the card and check the meanings of the words.

3. Read the Learning goals again.  
How are you going so far?  
Let your teacher know if you are having any problems.  
If you don't have any problems, keep reading.

# The bionic ear

1. Which parts did you not understand in the first paragraph? What did you do to understand them? Start to fill in your Graphic Organiser.

Last night, Sally took part in her school play. She was able to speak her lines and hear what the other actors were saying. She was also able to hear the audience clapping. At one stage in her life, none of this would have been possible for Sally because she was born with a **hearing impairment**.

Sally and many other hearing-impaired children can thank a team of scientists for opening up the world of sound to them. This **miracle** resulted from the invention of the **cochlear implant**, which is known as the **bionic ear**.

2. What words or ideas did you not understand in the second paragraph? What did you do to understand them? Add to your Graphic Organiser.

The bionic ear comes in several parts. One part, which is smaller than a fingernail, is put into the inner ear. The other parts are worn outside the ear. A coil that carries sound is held in position against the skin by a magnet, and a microphone is worn behind the ear. The **speech processor** can also be worn behind the ear, or can be clipped onto the user's clothing.

4. What words or ideas did you not understand in the third paragraph? What did you do to understand them? Add to your Graphic Organiser.

Dr Graeme Clark, an Australian doctor, led the team of scientists that invented the bionic ear. The idea for the device came from experiments with a piece of grass and a seashell.

The first implant was done in 1978 and Dr Clark says he still has the same reaction whenever he sees a child hear for the first time. "When I talk to the children and their parents, I just break down and cry. People just don't understand how important hearing is."

Dr Clark's research took 37 years and involved 175 scientists. The bionic ear has restored hearing to more than 70,000 people all around the world.


5. Which parts did you not understand in the last three paragraphs? What did you do to understand them? Add to your Graphic Organiser.

## What do you do if some students have difficulty working independently?

Although *Independent practice* texts are provided at three levels of difficulty, ranging from easy through to challenging, some students may still have difficulty working entirely independently.

Resources for further levels of support are provided:

- Print resources: On Lesson Plan 3 (for the *Independent practice* lesson), prompts and questions are set out for teachers so that they can guide students who are having difficulty through this lesson.
- Digital resources: For maximum flexibility, the three levelled texts with their associated vocabulary and questions, along with the relevant Graphic Organiser and Self-assessment sheet, are provided digitally. The teacher can use these resources to work with students who need an extra level of support, and even model the lesson based on the more difficult texts if necessary.



### 3 Monitoring and Clarifying Independent practice

**Revisit the strategy: Monitoring and Clarifying**  
Before the lesson, review the self-assessment table completed at the end of the Model and Supported practice lessons and refer to any notes you made in response to students' self-assessments.  
Revisit the comprehension strategy with your students. Refer to the definition of the strategy on the digital version or on the front of the Independent practice card.  
Review the learning goals for this strategy. Refer to the learning goals on the digital version or on the front of the Independent practice card. Check that all students understand the goal of this lesson.  
Say: Today, we are going to continue learning about monitoring and clarifying as we read. We will be practicing by ourselves.  
Give each student an appropriately levelled Independent practice card.  
If any students have difficulty working independently, support them by using the following Lesson Plans. If a further level of support is needed, work with the students using the digital versions of these Lesson Plans.

#### Levelled texts

Forecasting the weather	The sonic ear	Riding the Internet wave
Text type: Report Reading level: 23 Concept: Technology	Text type: Report Reading level: 27 Concept: Technology	Text type: Exposition Reading level: 29 Concept: Technology

Reading level: 23

#### Forecasting the weather

**Activate prior knowledge**  
Direct the students to the text introductions on the front of their cards. Either read the introduction to the students or have them read it themselves.  
Say: Forecasting the weather is a result of an interview with a meteorologist. What do you already know about forecasting the weather?  
Ask the students to open the cards and to read the title and look at the pictures.

#### Know your vocabulary

Draw the students to the highlighted words (atmosphere, data, forecasts, meteorologic, meteorology, orbit, satellite, temperature).  
Say: Think about each highlighted word. Ask yourself these questions: Do I know what this word means? Have I seen or heard this word long enough to know any part of its meaning? Do I know? Show the students this Know your vocabulary section on the back of the card.  
Say: If you need to, you can use this to check your understanding of each word.

#### Read the text

Say: Read the paragraphs in order. After you have read each section, ask yourself the questions on the box and fill in your Graphic Organizer.

#### Self-assessment

Say: When you have finished reading the text, fill in your Self-assessment sheet.

Explorations Strategies for Comprehension for informative texts Module 3

# The vocabulary component

## Research background of vocabulary instructions

There is much research to show that vocabulary knowledge – the reader’s knowledge and use of the meanings of words and the concepts they relate to – is pivotal to success in reading. The size and depth of vocabulary associated with proficiency in reading comprehension is well proven (NICHD, 2000).

Furthermore, it has been shown that instruction that increases students’ vocabulary results in higher levels of reading comprehension (Baumann et al, 2002; Davis, 2007; McKeown & Beck, 2004; Rasinski, Padak, Newton & Newton, 2011) and that building background knowledge of vocabulary is a key element in developing reading success (Marzano, 2004).

Vocabulary knowledge is a critical aspect of reading comprehension because words carry most of the meaning in a text. Much research (for example, Baumann & Kame’enui, 2004; Blamey & Beauchat, 2011; Graves & Watts-Taffee, 2002; Naggy, 2005) indicates that leaving vocabulary instruction only to incidental learning can be problematic and does not lead to improved student learning.

This resource is based on the following principles:

- Students’ prior knowledge plays an important role in vocabulary acquisition and use, as does the context in which the words are used and the number of encounters a student has had with a word.
- Rich vocabulary instruction is essential to reading comprehension. For this reason the resource demonstrates vocabulary through a mix of photographs, explanations, synonyms and definitions.
- Opportunities for students to talk about, explore and interact with vocabulary enhances memory and comprehension.
- It is important that teachers understand what prior knowledge their students bring to a text in order to identify vocabulary that students might find challenging or confusing. For this reason the resource includes opportunities for finding out about student prior knowledge and opportunities to explore key vocabulary as required (see examples on page 28).
- Frontloading of vocabulary for English language learners is one of the key components of reading comprehension and cross-curricula instruction.
- Frontloading of vocabulary is not a ‘compulsory’ feature of the approach that underpins this resource. For this reason teachers can access the toolbar across the top of the material and move to those components most suited to the learning needs of their students for each lesson and topic.

# Using information from prior knowledge tasks

## Example 1

The students have completed a prior knowledge task before the introduction of the reading text. From this, the teacher was able to determine that the students' content knowledge of this text was limited. The teacher chose to use the Vocabulary activity to further build students' prior knowledge and enable them to become familiar with some key concepts and ideas before reading. The teacher revisited the most difficult vocabulary during and after reading to check that students had adequate knowledge of the vocabulary to enable fluent reading and high comprehension of text.

The teacher revisited the most difficult vocabulary during and after reading.



## Example 2

The students have a good understanding of the content they will be reading. The teacher asks the students to run their eyes over the vocabulary on the digital version to see if there are any words they don't know. The teacher discovers only two words the students are not familiar with and uses the photographs and explanations provided to support them before they read.

The teacher uses the photographs and explanations provided to support students before they read.



### Example 3

The students know a fair bit about the content they will be reading. The lesson begins with the sharing of learning goals relevant to the strategy and then the teacher and students begin the reading. The group stops only once during reading to check vocabulary.

### Example 4

There is no vocabulary instruction prior to reading the text. However the teacher and students use the vocabulary component to review their understanding of the text and subject-specific content vocabulary after reading.

## Vocabulary activities

Vocabulary knowledge is a critical aspect of successful reading comprehension. While many new words can be learned indirectly, new or subject-specific content words and their meanings often need to be taught directly. Through integrating vocabulary instruction with comprehension-strategy instruction and by providing targeted vocabulary learning tasks, students learn to understand and use strategies that will assist them when they encounter unfamiliar vocabulary as they read.

*Explorations Strategies for Comprehension for informative texts* includes specific vocabulary instruction with opportunities for students to learn vocabulary that is encountered in each text before, during and after reading. Key vocabulary, essential to understanding, is identified at the beginning of each *Model the strategy*, *Supported practice* and *Independent practice* lesson.

In this resource, students are provided with both an explanation of the word's meaning and a photograph that represents the word, and they learn to use these examples to help them understand both the word and the context in which it is used. In addition, vocabulary activities for follow-up and reinforcement of meaning are provided on the digital version and as printable resources. These can be used across a range of texts and strategy lesson plans. Teachers and/or students may select the vocabulary for instruction based on:

- Observations by the teacher during the course of the reading. The teacher has noted vocabulary that students found problematic and is using the vocabulary activities to reinforce use and understanding of these words.
- Student feedback about vocabulary from the text that students are not confident in using. The teacher plans additional instruction to assist students.
- Subject-specific vocabulary that students require additional knowledge of in order to be able to use the vocabulary in a range of situations and across other curriculum learning areas.

## Vocabulary activity – task 1

This vocabulary task requires students to interact with the word in three different ways.

The student chooses a word and writes a dictionary definition and example of the word.

**Vocabulary activity**

1. Choose one of the following words:  
**minimum waste disposal wilderness**

2. Write the word in the Word column.

3. Write a dictionary definition and an example of the word.

Word	Dictionary definition	Example

**Example of vocabulary activity**

Look at this example. The word **wilderness** is used. The word is written in the Word column. Then a dictionary definition and an example of the word are written.

Word	Dictionary definition	Example
<b>wilderness</b>	a wild and natural area where not many people live	On the weekend we went for a hike in the wilderness.

## Vocabulary activity – task 2

This vocabulary task requires students to interact with the word in four different ways.

The student chooses a word and writes a synonym, dictionary definition and example of the word.

**Vocabulary activity**

1. Choose one of the following words:  
**banquet devoted established heroic homeless**

2. Write the word in the Word column.

3. Write a synonym (a word or group of words that has the same meaning), a dictionary definition and an example of the word.

Word	Synonym	Dictionary definition	Example

**Example of vocabulary activity**

Look at this example. The word **homeless** is used. The word is written in the Word column. Then a synonym (a word or group of words that has the same meaning), a dictionary definition and an example of the word are written.

Word	Synonym	Dictionary definition	Example
<b>homeless</b>	without a home	having nowhere to live	having to sleep on the street at night

## Vocabulary activity – task 3

This vocabulary task requires students to interact with the word in three different ways.

**Vocabulary activity**

- Choose one of the following words:  
**agreed respect major**
- Write the word in the Word column.
- Write a synonym (a word or group of words that has the same meaning) and a dictionary definition of the word.

Word	Synonym	Dictionary definition

**Example of vocabulary activity**

Look at this example. The word **respect** is used.  
The word is written in the Word column.  
Then a synonym (a word or group of words that has the same meaning) and a dictionary definition of the word are written.

Word	Synonym	Dictionary definition
<b>respect</b>	appreciate	showing understanding towards someone or something, and treating that person or thing well or kindly

The student chooses a word and writes a synonym and dictionary definition of the word.

## Vocabulary activity – task 4

This vocabulary task requires students to practise understanding the grammar of a word and to practise knowledge of prefixes and suffixes.

**Vocabulary activity**

- Choose one of the following words:  
**exploring marine transmit**
- Write the word in the Word column.
- Record which part of speech the word is (verb, adverb, noun, pronoun or adjective).
- Use this word to make other words.

Word	Part of speech	Word building

**Example of vocabulary activity**

Look at this example. The word **transmit** is used.  
The word is written in the Word column.  
The part of speech for that word (verb, adverb, noun, pronoun or adjective) is recorded.  
The word is used to make new words.

Word	Part of speech	Word building
<b>transmit</b>	verb	<b>transmit</b> transmitting transmitted transmittable transmission

The student chooses a word, writes which part of speech the word is and builds on the word.



## Vocabulary activity – task 5

This vocabulary task requires students to develop their understanding of the meaning of vocabulary.

The student chooses a word and writes both their own definition and a dictionary definition of the word.

**Vocabulary activity**

1. Choose one of the following words:  
compost environment recycle reduce

2. Write the word in the Word column.  
3. Write your own definition of the word.  
4. Look in a dictionary to find a definition of the word.

Word	Your definition	Dictionary definition

**Example of vocabulary activity**

Look at this example. The word **reduce** is used.  
The word is written in the Word column.  
Then your definition and a dictionary definition for the word are written.

Word	Your definition	Dictionary definition
reduce	use less or make smaller	to bring down to a smaller extent, size, amount, number, etc.

## Vocabulary activity – task 6

This vocabulary task requires students to develop their understanding of the meaning of vocabulary.

Students choose a word and use it as a base word to complete a word ladder.

**Vocabulary activity**

1. Choose one of the following words:  
brilliant badly injured isolated successful

2. Write the word anywhere on the word ladder.  
3. Go up the word ladder with words that indicate "more".  
Go down the word ladder with words that indicate "less".

**Example of vocabulary activity**

Look at this example.  
The word **brilliant** is used.  
The word is placed at the top of the word ladder.  
Words that indicate "less" go down the word ladder.

brilliant  
great  
good  
okay  
bad

## Vocabulary activity – task 7

This vocabulary task requires students to develop their understanding of the meaning of vocabulary.

The top screenshot shows the 'Vocabulary activity' screen. It has a navigation bar at the top with links: Strategy, Learning goals, Assess your vocabulary, Read the text, Discuss and reflect, and Vocabulary activity. Below the navigation bar, it says 'Essential Strategies for Comprehension' and 'Module 5: Processing and meaning, Lesson Plan 2'. The main heading is 'Vocabulary activity'. There is a 'Complete' button in the top right corner. The instructions are:

1. Choose one of the following words: **atmosphere** deforestation fossil
2. Write the word in the Word column.
3. Write a clue for this word.

Below the instructions is a table with two columns: 'Word' and 'Clue'.

The bottom screenshot shows an 'Example of vocabulary activity'. It has the same navigation bar. The main heading is 'Example of vocabulary activity'. The text says: 'Look at this example. The word **atmosphere** is used. The word is written in the Word column. Then a clue for the word is written.'

Below the text is a table with two columns: 'Word' and 'Clue'.

Word	Clue
atmosphere	We need this to keep some of the sun's heat on Earth.

The student chooses a word and writes a clue for the word.

An example of the completed task is provided for each activity. A link to the relevant example appears on each Vocabulary activity screen, allowing the teacher to choose whether to display the example.

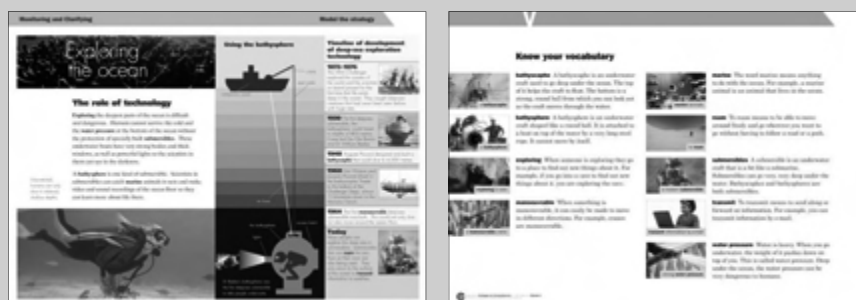
# Adapting the resource

*Explorations Strategies for Comprehension for informative texts* provides an extensive approach to teaching comprehension strategies. Teachers can make their way through the resource, developing one component at a time and following the instructions provided in the strategy lesson plans. However, the resource can be used in a number of ways, reflecting the learning needs of students and the focus of class teachers' instructional reading program.

## Using the *Model the strategy* poster

The *Model the strategy* poster provided for each strategy can be used as a teaching resource in the following ways:

- For use during the *Model the strategy* lesson – use this poster if you do not have access to an IWB or a document camera.
- For rereading by partners/groups/independent readers. Rereading provides extended opportunities for understanding content and vocabulary, and for developing fluency and accuracy.
- As a display in the reading area for individual and group follow-up of content and strategy.



## Example 1

The teacher has introduced the *Model the strategy* lesson to the students. In doing so, using the prior knowledge activities provided on the digital version, the teacher discovered that the students in this group had minimal prior knowledge of the content in this text. The remainder of the lesson was spent building the students' knowledge of content in preparation for reading.

The *Model the strategy* lesson took two consecutive days because the teacher slowed the pace of the lesson to deliberately allow students greater opportunity to discuss the content and key ideas in order to extend their subject knowledge.

A Self-assessment sheet for the *Model the strategy* lesson was completed twice and the teacher used this to evaluate the progress of student learning.

### **Example 2**

The teacher took the *Model the strategy* and *Supported practice* lessons with a group of students. From these lessons, the teacher identified a group of students who were struggling to develop understanding of the comprehension strategy and, as a result, were having difficulty interpreting information from the text.

Consequently, when moving to the *Independent practice* lesson, the teacher continued to assist these students to work through the text, with modelling and guided support.

In addition the teacher chose to use two further vocabulary activities from the digital version to scaffold comprehension and teach key words in the text.

### **Example 3**

The students were embarking on a research project linked to the theme of the strategy lesson plan. To better prepare the students for this work the teacher chose to use the vocabulary section of the lesson plan on the digital version as an introductory lesson to pre-teach important vocabulary. This became lesson one. Lesson two was the beginning of the comprehension strategy lesson and shared reading instruction.

In this case the *Model the strategy* lesson plan was modified to meet the needs of students.

### **Example 4**

A group of students were having difficulty with the ideas in the *Supported practice* text and were not able to work with their partners to complete the Graphic Organiser.

The teacher decided to support these students by completing the first two sections of the Graphic Organiser with them. The teacher used prompts to gain suggestions from the students and recorded their ideas, taking time to question them on content and strategy.

The following day the students reread the text and worked on their own to complete the remainder of the task.

# Using the resource to support English language learners (EAL)

English language learners (EAL) require regular planned instruction to develop vocabulary and comprehension, with multiple opportunities to make strategies for learning explicit to the students. They are able to develop their ability to read increasingly complex text when teaching is supported by scaffolded instruction that is cognisant of the literacy and language demands and challenges within a text in order to make the lesson comprehensible to all students.

*Explorations Strategies for Comprehension for informative texts* integrates key principles and research on effective comprehension teaching for English language learners. These include:

- Establishing high expectations for learning that are supported by explicit and deliberate instruction to meet the differentiated learning needs of these students
- Basing instruction on highly metacognitive practices
- Supporting learning with clear learning goals and success criteria that are understood by the students
- Providing scaffolded learning opportunities that break the text into manageable sections and make explicit the language features and text structures
- Including structured opportunities to deliberately link students' prior knowledge and experiences to the ideas, themes and experiences described in text
- Allowing flexible delivery of well-structured, meaningful learning content and activities (refer also pages 53–55).
- Having a strong oral language component supported by multiple opportunities for peer and teacher interactions and meaningful conversation to explore the ideas and vocabulary encountered in the text
- Including regular opportunities for monitoring and self-evaluation by students

# Assessment

Formative assessment is an essential element of an effective comprehension instruction program. Each focus strategy includes the following formative assessment components.

## Learning goals for each strategy lesson plan

Each lesson plan includes learning goals related to the strategy the lesson plan is teaching. These goals are shared with students at the beginning of each lesson, are revisited during the course of each lesson and are reflected on after reading.

## Success criteria for each strategy

Each lesson plan includes success criteria for students to reach as they meet the lesson learning goals. The success criteria are provided in the form, 'We will be successful when we can ...'. The success criteria assist students in understanding the larger learning goal and provide steps for students to reach their learning goal.

## Self-monitoring of learning goals throughout the lessons

Self-monitoring is the process of monitoring yourself. Active self-monitoring during reading enables students to know if they are comprehending the text as they read, how well they are comprehending the text, and when they are having difficulty and need to seek help. *Explorations Strategies for Comprehension for informative texts* provides key questions to assist self-monitoring during practice and independent reading.

As students read they are asked to stop and consider their progress with the following prompts.

### **Read the Learning goals again.**

How are you going so far?

Let your teacher know if you are having any problems.

If you don't have any problems, keep reading.

## Self-assessment by students

Self-assessment requires students to make a judgement about their learning at the completion of a task or series of lessons. Students determine how well they have met the learning goal and success criteria. They provide evidence from their own learning to support their judgements and use this to assist the teacher and themselves in determining next steps for learning.

The material in *Explorations Strategies for Comprehension for informative texts* asks students to self-assess their learning at the end of each lesson. They assess their learning and use of each comprehension strategy by making the following decisions for each success criteria: Just starting; Getting there; Got it!

Printable Self-assessment sheets are available on the CD.

**Monitoring and Clarifying    Self-assessment**

Name: \_\_\_\_\_

I am learning to monitor and clarify to help me understand what I read.

**What to do:** Think about how you are going. Tick, draw or write in the matching box next to each sentence.

	Working with the teacher			Working with a partner			Working by myself		
	Just starting	Getting there	Got it!	Just starting	Getting there	Got it!	Just starting	Getting there	Got it!
I can recognise when I do not understand what I am reading.									
I can identify what I don't understand.									
I can explain what is making me confused.									
I can clarify my understanding by re-reading slowly, figuring out what would make sense, checking a reference or asking for help.									

One thing I learned about the Monitoring and Clarifying strategy is \_\_\_\_\_

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These self-assessments help the teacher to determine next steps for learning and help students to consider, 'What further support do I need to help me understand?'

## Recording progress

This resource uses formative assessment to provide teachers with useful and timely information about the learning needs of an individual student, or group of students, in the course of their instructional program. In order to do this, formative assessment is integrated with instruction throughout the strategy lesson plans.

Through planned observations, teachers identify key learning goals and behaviours for students to demonstrate. The goals and behaviours to be observed are usually pre-determined as a result of previous lessons, from marked comprehension tasks and from discussions with students.

Planned observations provide a method of monitoring strategy lesson goals, determining whether students learned what was intended, examining student participation during lessons, and identifying the

Teachers summarise students' Self-assessments. They review these alongside completed learning tasks and observations teachers have made over the course of the lesson(s). This enables them to look for trends in achievement and establish achievable goals and plans for next steps for learning.

Teachers make notes about a student or group of students in the course of modelled, supported and independent instruction. The notes they record are typically the result of an observation, a discussion with a student, a student goal-setting session or from marking and analysing the tasks students have completed as part of partner and/or independent work.

These notes may record what students are learning, what they find hard, what they have learned and what the next priorities for instruction will be.

<b>Monitoring and Clarifying</b>		<b>Class checklist of Learning goals</b>	
<b>Student name</b>	<b>Recognises when they do not understand what they are reading</b>	<b>Identifies what they do not understand and explains confusion</b>	<b>Takes action to clarify understanding</b>

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## Feedback for learning

Effective feedback for learning provides explicit and timely information by the teacher to the students about how well they are going – the students' progress towards learning goals and their achievement of reading tasks. Feedback responds to the behaviours the teachers have seen students demonstrating during reading and is critical in supporting cognitive development. Feedback can be verbal or written, or a combination of both. For feedback to be effective students need to:

- Know the purpose of the instructional task – What am I going to learn?
- Receive information on how far they have achieved this – How am I going?
- Receive information on how they move closer towards the learning goal – What do I do next?

Teachers use feedback to encourage students, to guide instruction and to correct learning. Feedback that encourages learning is motivational for students. It enables them to feel successful and engaged in their learning tasks.

When students are provided with regular and goal-focused feedback they begin to take responsibility for their own learning. Corrective feedback explains to students what they did not answer or do correctly and why, along with what they need to do next. For example:

*When you were reading this I saw you \_\_\_\_ and I liked the way you \_\_\_\_ .  
Well done. You have provided evidence from the text to support your thinking.*

Feedback can also guide instruction. For example;

*I watched you \_\_\_\_ and now you need to \_\_\_\_ .  
So far you have achieved \_\_\_\_ the next learning step for you is to \_\_\_\_ .*

# Appendices

## **Reading levels of texts**

**Titles of texts, reading levels and text types – Module 1**

**Titles of texts, reading levels and text types – Module 2**

**Titles of texts, reading levels and text types – Module 3**

**Titles of texts, reading levels and text types – Module 4**

**Titles of texts, reading levels and text types – Module 5**

**Further texts for each strategy – Module 1**

**Further texts for each strategy – Module 2**

**Further texts for each strategy – Module 3**

**Further texts for each strategy – Module 4**

**Further texts for each strategy – Module 5**

**How long will it take to teach each strategy?**

**Concept links of texts used for each strategy**

# Reading age of texts

## Model the strategy texts

Module 1	Module 2	Module 3	Module 4	Module 5
Reading age	Reading age	Reading age	Reading age	Reading age
8	9	10	11	12

## Supported practice texts

Module 1	Module 2	Module 3	Module 4	Module 5
Reading age	Reading age	Reading age	Reading age	Reading age
7.5	8.5	9.5	10.5	11.5

## Independent practice texts

Module 1	Module 2	Module 3	Module 4	Module 5	Degree of difficulty is indicated by:
Reading age	Reading age	Reading age	Reading age	Reading age	
7	8	9	10	11	1 diagonal stripe (easier text)
7.5	8.5	9.5	10.5	11.5	2 diagonal stripes (on-level text)
8.5	9.5	10.5	11.5	12.5+	3 diagonal stripes (challenging text)

**Monitoring and Clarifying**  
*Working by yourself*

**Strategy**  
 When I am monitoring and clarifying, I ask:  
 \* Does what I have read make sense? Do I understand it?  
 If the answer is yes:  
 \* I keep on reading.  
 If the answer is no:  
 \* I re-read slowly and think about what I know already;  
 \* I ask myself questions;  
 \* I read on and think about what would make sense;  
 \* I check a dictionary, a thesaurus, a map or a website;  
 \* I ask a friend or a teacher.

**Learning goals**  
 I am learning to monitor and clarify as I read to help me understand the text. I will be successful when I can:  
 \* Recognise when I do not understand what I am reading;  
 \* Identify what I don't understand and explain what is making me confused;  
 \* Clarify my understanding by re-reading slowly, figuring out what would make sense, checking a reference or asking for help.

**Forecasting the weather**

**What to do:**  
 \* Open your cv'd, read the

easier text – 1 stripe

**Monitoring and Clarifying**  
*Working by yourself*

**Strategy**  
 When I am monitoring and clarifying, I ask:  
 \* Does what I have read make sense? Do I understand it?  
 If the answer is yes:  
 \* I keep on reading.  
 If the answer is no:  
 \* I re-read slowly and think about what I know already;  
 \* I ask myself questions;  
 \* I read on and think about what would make sense;  
 \* I check a dictionary, a thesaurus, a map or a website;  
 \* I ask a friend or a teacher.

**Learning goals**  
 I am learning to monitor and clarify as I read to help me understand the text. I will be successful when I can:  
 \* Recognise when I do not understand what I am reading;  
 \* Identify what I don't understand and explain what is making me confused;  
 \* Clarify my understanding by re-reading slowly, figuring out what would make sense, checking a reference or asking for help.

**The bionic ear**

**What to do:**  
 \* Open your cv'd, read the

on-level text – 2 stripes

**Monitoring and Clarifying**  
*Working by yourself*

**Strategy**  
 When I am monitoring and clarifying, I ask:  
 \* Does what I have read make sense? Do I understand it?  
 If the answer is yes:  
 \* I keep on reading.  
 If the answer is no:  
 \* I re-read slowly and think about what I know already;  
 \* I ask myself questions;  
 \* I read on and think about what would make sense;  
 \* I check a dictionary, a thesaurus, a map or a website;  
 \* I ask a friend or a teacher.

**Learning goals**  
 I am learning to monitor and clarify as I read to help me understand the text. I will be successful when I can:  
 \* Recognise when I do not understand what I am reading;  
 \* Identify what I don't understand and explain what is making me confused;  
 \* Clarify my understanding by re-reading slowly, figuring out what would make sense, checking a reference or asking for help.

**Riding the Internet wave**

**What to do:**  
 \* Open your cv'd, read the

challenging text – 3 stripes

## Titles of texts, reading ages and text types – Module 1

Strategy	Model the strategy Reading age: <b>8</b>	Supported practice Reading age: <b>7.5</b>	Independent practice Reading age: <b>7</b>	Independent practice Reading age: <b>7.5</b>	Independent practice Reading age: <b>8.5</b>
<b>Making Connections</b>	<i>Robots at work</i> Text type: Report	<i>What is a magnet?</i> Text type: Report	<i>Levers: making work easy</i> Text type: Explanation	<i>What material is it?</i> Text type: Report	<i>Pedal power: energy in, energy out</i> Text type: Explanation
<b>Monitoring and Clarifying</b>	<i>Amazing lifetimes</i> Text type: Explanation	<i>Killer plants</i> Text type: Explanation	<i>Incredible plants</i> Text type: Description	<i>How do plants grow here?</i> Text type: Explanation	<i>Surviving in Death Valley</i> Text type: Report
<b>Predicting and Inferring</b>	<i>Summer in Antarctica</i> Text type: Report	<i>Oceans in trouble</i> Text type: Report	<i>Amazing sea lizards</i> Text type: Report	<i>What is happening to sea animals?</i> Text type: Report	<i>The coral reef</i> Text type: Report
<b>Questioning</b>	<i>Nature's little helpers</i> Text type: Explanation	<i>How spiders catch their food</i> Text type: Explanation	<i>Silkworms</i> Text type: Explanation	<i>Mini champions</i> Text type: Report	<i>Living together: honeybees and termites</i> Text type: Report
<b>Summarising</b>	<i>Travelling on two wheels</i> Text type: Recount	<i>Busy ports</i> Text type: Report	<i>Tunnels: going underground</i> Text type: Report	<i>Moving heavy loads: freight trains</i> Text type: Report	<i>Around the world by air</i> Text type: Report
<b>Visualising</b>	<i>Helping raptors in the wild</i> Text type: Report	<i>Looking after eggs</i> Text type: Explanation	<i>In the treetops</i> Text type: Report	<i>Animals of the African grasslands</i> Text type: Report	<i>Saving wolves</i> Text type: Argument

## Titles of texts, reading ages and text types – Module 2

Strategy	Model the strategy Reading age: <b>9</b>	Supported practice Reading age: <b>8.5</b>	Independent practice Reading age: <b>8</b>	Independent practice Reading age: <b>8.5</b>	Independent practice Reading age: <b>9.5</b>
<b>Making Connections</b>	<i>All about wind</i> Text type: Report	<i>Weather in Death Valley</i> Text type: Report – Question and answer	<i>What do clouds tell us?</i> Text type: Explanation	<i>Living in a temperate climate</i> Text type: Report	<i>Where does weather come from?</i> Text type: Explanation
<b>Monitoring and Clarifying</b>	<i>Stories in caves and on rocks</i> Text type: Report	<i>School: now and then</i> Text type: Recount	<i>What were the first trains like?</i> Text type: Report	<i>Picture writing in ancient Egypt</i> Text type: Report	<i>Old and new: all roads lead to Rome</i> Text type : Report
<b>Predicting and Inferring</b>	<i>Firefighters to the rescue</i> Text type: Report	<i>After the disaster: working together to rebuild</i> Text type: Recount	<i>Sniffer dogs</i> Text type: Report	<i>Working together to stop bullying</i> Text type: Report	<i>Reducing rubbish: what can you do?</i> Text type: Argument
<b>Questioning</b>	<i>Butterfly journey</i> Text type: Explanation	<i>African lions: from cubs to hunters</i> Text type: Report	<i>How long is a lifetime?</i> Text type: Explanation	<i>How much do animals change?</i> Text type: Explanation	<i>A new life begins</i> Text type: Report
<b>Summarising</b>	<i>Protecting Antarctica</i> Text type: Report	<i>Greater St Lucia Wetland Park</i> Text type: Report	<i>Save the rainforests!</i> Text type: Argument	<i>Aquariums: protecting marine animals</i> Text type: Report	<i>What happens to our natural resources?</i> Text type: Argument
<b>Visualising</b>	<i>The aquarium at work</i> Text type: Report	<i>Caring for aquarium animals</i> Text type: Report –	<i>Helping an injured animal</i> Text type: Recount	<i>Caring for orangutans</i> Text type: Report	<i>Animal rights in action</i> Text type: Report

## Titles of texts, reading ages and text types – Module 3

Strategy	Model the strategy Reading age: <b>10</b>	Supported practice Reading age: <b>9.5</b>	Independent practice Reading age: <b>9</b>	Independent practice Reading age: <b>9.5</b>	Independent practice Reading age: <b>10.5</b>
<b>Making Connections</b>	Our charter of rights Text type: Recount	What we did to help the environment Text type: Recount	Coral reefs under threat Text type: Argument	Being homeless Text type: Argument	Should animals have rights? Text type: Discussion
	Exploring the ocean Text type: Report	Where would we be without these? Text type: Report	Forecasting the weather Text type: Recount	The bionic ear Text type: Report	Riding the Internet wave Text type: Explanation
<b>Monitoring and Clarifying</b>	A successful evacuation Text type: Report	Mother Teresa: a hero Text type: Report	Working together in an emergency Text type: Recount	Life-saving leeches Text type: Report	Preventing illness Text type: Explanation
	Thunderstorms and survival Text type: Report/recount	Masters of movement Text type: Report	Starting life Text type: Report	Surviving the desert Text type: Procedure	Pacific salmon: an amazing journey Text type: Explanation
<b>Questioning</b>	Sounds in the sea Text type: Explanation	Polar bears: surviving in the Arctic Text type: Report	The octopus: a case study Text type: Report	Dogs at work Text type: Report	Alligator research Text type: Recount
	Building a beaver lodge Text type: Explanation	Using sticks and stones Text type: Explanation	Special body parts Text type: Report	Interview with a palaeontologist Text type: Interview	Rock climbing Text type: Report

## Titles of texts, reading ages and text types – Module 4

Strategy	Model the strategy Reading age: <b>11</b>	Supported practice Reading age: <b>10.5</b>	Independent practice Reading age: <b>10</b>	Independent practice Reading age: <b>10.5</b>	Independent practice Reading age: <b>11.5</b>
<b>Making Connections</b>	Animal messages Text type: Report	Messages from space Text type: Report	Getting the mail through Text type: Recount	The invention of Morse code Text type: Explanation	Can apes use language? Text type: Report
	Surviving in a watery world Text type: Report	Polar deserts Text type: Report	Galapagos – a unique island habitat Text type: Report	Surviving wild weather Text type: Recount	The mystery of the Anasazi people Text type: Report
<b>Predicting and Inferring</b>	Adventures on mountains Text type: Report	Icy Antarctica Text type: Report	Antarctic explorers Text type: Report	Awesome oceans Text type: Report	The challenge of ice diving Text type: Report
	Polar bears in danger Text type: Report	Melting glaciers in the Himalayas Text type: Report	Saving giant pandas Text type: Report	Protecting the ocean Text type: Report	Butterflies under threat Text type: Report
<b>Summarising</b>	Venice: sink or swim Text type: Travel guide	Ur – the first city Text type: Report	Manhattan – a city island Text type: Report	Historic Sanctuary of Machu Picchu Text type: Report	Pompeii unearthed Text type: Report
	Investigating elephants Text type: Report	What makes a hero? Text type: Recount	Making a difference Text type: Report	Working for UNICEF Text type: Interview	Nile crocodiles: predators and protectors Text type: Report










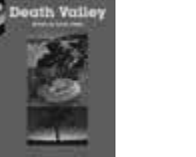






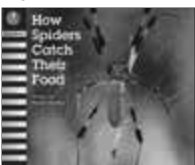






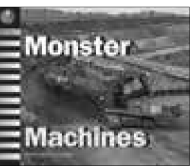






## Titles of texts, reading ages and text types – Module 5

Strategy	Model the strategy Reading age: <b>12</b>	Supported practice Reading age: <b>11.5</b>	Independent practice Reading age: <b>11</b>	Independent practice Reading age: <b>11.5</b>	Independent practice Reading age: <b>12.5+</b>
<b>Making Connections</b>	<i>The Internet: the good and the bad</i> Text type: Discussion	<i>Face-to-face communication</i> Text type: Report	<i>A historic ride: Paul Revere</i> Text type: Report	<i>The written word</i> Text type: Report	<i>Dancing bees</i> Text type: Explanation
<b>Monitoring and Clarifying</b>	<i>What is a wetland?</i> Text type: Report	<i>The Okavango Delta</i> Text type: Report	<i>Coral reefs: a special ecosystem</i> Text type: Report	<i>The destruction of forest habitats</i> Text type: Report	<i>We must save wetlands!</i> Text type: Argument
<b>Predicting and Inferring</b>	<i>Our changing climate</i> Text type: Report	<i>Greenhouse gases in the atmosphere</i> Text type: Report	<i>Changing climate, changing habitats</i> Text type: Report	<i>Global warming and the oceans</i> Text type: Report	<i>We can help reduce global warming</i> Text type: Argument
<b>Questioning</b>	<i>The Earth: our home</i> Text type: Explanation	<i>The moon: a ball-shaped rock</i> Text type: Explanation	<i>The sun: a bright star</i> Text type: Explanation	<i>Energy from the sun</i> Text type: Explanation	<i>People need the sun</i> Text type: Discussion
<b>Summarizing</b>	<i>From wild to domestic</i> Text type: Report	<i>What do domestic animals have in common?</i> Text type: Report	<i>Domesticating the donkey</i> Text type: Report	<i>What's your poison?</i> Text type: Report	<i>Animal experiments: yes or no?</i> Text type: Discussion
<b>Visualizing</b>	<i>Ancient Egyptians: engineers and mathematicians</i> Text type: Report	<i>Ancient Egypt: what the pyramids reveal</i> Text type: Report	<i>The ping-pong Ichthyosaurs: an amazing Canadian fossil discovery</i> Text type: Report	<i>The first Emperor's terracotta warriors</i> Text type: Report	<i>Can we dig? The ethical responsibilities of archaeologists</i> Text type: Argument


















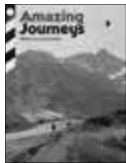














## Further texts for each strategy – Module 1

Once the strategy is introduced to students and they have had the opportunity for guided and individual practice, you may use the structure of these lessons and apply these to texts of your own choice. The texts in this module have been selected from titles in *AlphaWorld* and *AlphaExplore*. Further short texts, appropriate for further teaching of each strategy, may be found in the *AlphaWorld* and *AlphaExplore* books listed in the chart below.

Strategy	Model the strategy	Supported practice	Independent practice	Independent practice	Independent practice
<b>Making Connections</b>	Robots at work from: 	What is a magnet? from: 	Levers: making work easy from: 	What material is it? from: 	Pedal power: energy in, energy out from: 
<b>Monitoring and Clarifying</b>	Amazing lifetimes from: 	Killer plants from: 	Incredible plants from: 	How do plants grow here? from: 	Surviving in Death Valley from: 
<b>Predicting and Inferring</b>	Summer in Antarctica from: 	Oceans in trouble from: 	Amazing sea lizards from: 	What is happening to sea animals? from: 	The coral reef from: 
<b>Questioning</b>	Nature's little helpers from: 	How spiders catch their food from: 	Silkworms from: 	Mini champions from: 	Living together: honeybees and termites from: 
<b>Summarising</b>	Travelling on two wheels from: 	Busy ports from: 	Tunnels: going underground from: 	Moving heavy loads: freight trains from: 	Around the world by air from: 
<b>Visualising</b>	Helping raptors in the wild from: 	Looking after eggs from: 	In the treetops from: 	Animals of the African grasslands from: 	Saving wolves from: 





















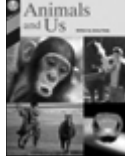





## Further texts for each strategy – Module 2

Once the strategy is introduced to students and they have had the opportunity for guided and individual practice, you may use the structure of these lessons and apply these to texts of your own choice. The texts in this module have been selected from titles in *AlphaWorld* and *AlphaExplore*. Further short texts, appropriate for further teaching of each strategy, may be found in the *AlphaWorld* and *AlphaExplore* books listed in the chart below.

Strategy	Model the strategy	Supported practice	Independent practice	Independent practice	Independent practice
<b>Making Connections</b>	All about wind from: 	Weather in Death Valley from: 	What do clouds tell us? from: 	Living in a temperate climate from: 	Where does weather come from? from: 
<b>Monitoring and Clarifying</b>	Stories in caves and on rocks from: 	School: now and then from: 	What were the first trains like? from: 	Picture writing in ancient Egypt from: 	Old and new: all roads lead to Rome from: 
<b>Predicting and Inferring</b>	Firefighters to the rescue from: 	After the disaster: working together to rebuild from: 	Sniffer dogs from: 	Working together to stop bullying from: 	Reducing rubbish: what can you do? from: 
<b>Questioning</b>	Butterfly journey from: 	African lions: from cubs to hunters from: 	How long is a lifetime? from: 	How much do animals change? from: 	A new life begins from: 
<b>Summarising</b>	Protecting Antarctica from: 	Greater St Lucia Wetland Park from: 	Save the rainforests! from: 	Aquariums: protecting marine animals from: 	What happens to our natural resources? from: 
<b>Visualising</b>	The aquarium at work from: 	Caring for aquarium animals from: 	Helping an injured animal from: 	Caring for orangutans from: 	Animal rights in action from: 



















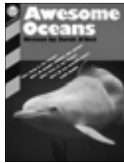











## Further texts for each strategy – Module 3

Once the strategy is introduced to students and they have had the opportunity for guided and individual practice, you may use the structure of these lessons and apply these to texts of your own choice. The texts in this module have been selected from titles in *AlphaExplore*. Further short texts, appropriate for further teaching of each strategy, may be found in the *AlphaExplore* books listed in the chart below.

Strategy	Model the strategy	Supported practice	Independent practice	Independent practice	Independent practice
<b>Making Connections</b>	Our charter of rights from: 	What we did to help the environment from: 	Coral reefs under threat from: 	Being homeless from: 	Should animals have rights? from: 
<b>Monitoring and Clarifying</b>	Exploring the ocean from: 	Where would we be without these? from: 	Forecasting the weather from: 	The bionic ear from: 	Riding the Internet wave from: 
<b>Predicting and Inferring</b>	A successful evacuation from: 	Mother Teresa: a hero from: 	Working together in an emergency from: 	Life-saving leeches from: 	Preventing illness from: 
<b>Questioning</b>	Thunderstorms and survival from: 	Masters of movement from: 	Starting life from: 	Surviving the desert from: 	Pacific salmon: an amazing journey from: 
<b>Summarising</b>	Sounds in the sea from: 	Polar bears: surviving in the Arctic from: 	The octopus: a case study from: 	Dogs at work from: 	Alligator research from: 
<b>Visualising</b>	Building a beaver lodge from: 	Using sticks and stones from: 	Special body parts from: 	Interview with a palaeontologist from: 	Rock climbing from: 



























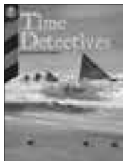



## Further texts for each strategy – Module 4

Once the strategy is introduced to students and they have had the opportunity for guided and individual practice, you may use the structure of these lessons and apply these to texts of your own choice. The texts in this module have been selected from titles in *AlphaExplore*. Further short texts, appropriate for further teaching of each strategy, may be found in the *AlphaExplore* books listed in the chart below.

Strategy	Model the strategy	Supported practice	Independent practice	Independent practice	Independent practice
<b>Making Connections</b>	<i>Animal messages</i> from: 	<i>Messages from space</i> from: 	<i>Getting the mail through</i> from: 	<i>The invention of Morse code</i> from: 	<i>Can apes use language?</i> from: 
<b>Monitoring and Clarifying</b>	<i>Surviving in a watery world</i> from: 	<i>Polar deserts</i> from: 	<i>Galapagos – a unique island habitat</i> from: 	<i>Surviving wild weather</i> from: 	<i>The mystery of the Anasazi people</i> from: 
<b>Predicting and Inferring</b>	<i>Adventures on mountains</i> from: 	<i>Icy Antarctica</i> from: 	<i>Antarctic explorers</i> from: 	<i>Awesome oceans</i> from: 	<i>The challenge of ice diving</i> from: 
<b>Questioning</b>	<i>Polar bears in danger</i> from: 	<i>Melting glaciers in the Himalayas</i> from: 	<i>Saving giant pandas</i> from: 	<i>Protecting the ocean</i> from: 	<i>Butterflies under threat</i> from: 
<b>Summarising</b>	<i>Venice: sink or swim</i> from: 	<i>Ur – the first city</i> from: 	<i>Manhattan – a city island</i> from: 	<i>Historic Sanctuary of Machu Picchu</i> from: 	<i>Pompeii unearthed</i> from: 
<b>Visualising</b>	<i>Investigating elephants</i> from: 	<i>What makes a hero?</i> from: 	<i>Making a difference</i> from: 	<i>Working for UNICEF</i> from: 	<i>Nile crocodiles: predators and protectors</i> from: 

## Further texts for each strategy – Module 5

Once the strategy is introduced to students and they have had the opportunity for guided and individual practice, you may use the structure of these lessons and apply these to texts of your own choice. The texts in this module have been selected from titles in *AlphaExplore*. Further short texts, appropriate for further teaching of each strategy, may be found in the *AlphaExplore* books listed in the chart below.

Strategy	Model the strategy	Supported practice	Independent practice	Independent practice	Independent practice
<b>Making Connections</b>	<i>The Internet: the good and the bad</i> from: 	<i>Face-to-face communication</i> from: 	<i>A historic ride: Paul Revere</i> from: 	<i>The written word</i> from: 	<i>Dancing bees</i> from: 
<b>Monitoring and Clarifying</b>	<i>What is a wetland?</i> from: 	<i>The Okavango Delta</i> from: 	<i>Coral reefs: a special ecosystem</i> from: 	<i>The destruction of forest habitats</i> from: 	<i>We must save wetlands!</i> from: 
<b>Predicting and Inferring</b>	<i>Our changing climate</i> from: 	<i>Greenhouse gases in the atmosphere</i> from: 	<i>Changing climate, changing habitats</i> from: 	<i>Global warming and the oceans</i> from: 	<i>We can help reduce global warming</i> from: 
<b>Questioning</b>	<i>The Earth: our home</i> from: 	<i>The moon: a ball-shaped rock</i> from: 	<i>The sun: a bright star</i> from: 	<i>Energy from the sun</i> from: 	<i>People need the sun</i> from: 
<b>Summarising</b>	<i>From wild to domestic</i> from: 	<i>What do domestic animals have in common?</i> from: 	<i>Domesticating the donkey</i> from: 	<i>What's your poison?</i> from: 	<i>Animal experiments: yes or no?</i> from: 
<b>Visualising</b>	<i>Ancient Egyptians: engineers and mathematicians</i> from: 	<i>Ancient Egypt: what the pyramids reveal</i> from: 	<i>The ping-pong Ichthyosaurs: an amazing Canadian fossil discovery</i> from: 	<i>The first Emperor's terracotta warriors</i> from: 	<i>Can we dig? The ethical responsibilities of archaeologists</i> from: 

# How long will it take to teach each strategy?

The *Explorations Strategies for Comprehension for informative texts* resource supports the development of six core reading strategies and is designed to complement your existing literacy program.

The charts below show the flexibility of the lesson plans. The teacher can choose to teach the strategy over a seven-day, ten-day or fifteen day cycle.

## Seven-day teaching plan

Day	Instructional step	Resource
Day 1: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>• Introduce the strategy and learning goals</li> <li>• Activate prior knowledge task</li> <li>• Introduce vocabulary</li> </ul>	Digital version or poster
Day 2: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>• Read the text</li> </ul>	Digital version or poster
Day 3: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>• Discuss and reflect</li> <li>• Self-assessment</li> <li>• Follow-up activities</li> <li>• Vocabulary activities</li> </ul>	Digital version or poster
Day 4: 25 –30 minutes	Supported practice <ul style="list-style-type: none"> <li>• Revisit the strategy</li> <li>• Activate prior knowledge task</li> <li>• Introduce vocabulary</li> <li>• Read the text</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 5: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>• Discuss and reflect</li> <li>• Self-assessment</li> <li>• Vocabulary activities</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 6: 25–30 minutes	Independent practice <ul style="list-style-type: none"> <li>• Activate prior knowledge task</li> <li>• Read the text</li> <li>• Self-assessment</li> </ul>	<i>Independent practice</i> cards
Day 7: 25–30 minutes	Revisit the strategy and Self-assessment sheets	Digital version

## Ten-day teaching plan: week 1

Day	Instructional step	Resource
Day 1: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>• Introduce the strategy and learning goals</li> </ul>	Digital version or poster
Day 2: 25 –30 minutes	Model the strategy <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Introduce vocabulary</li> </ul>	Digital version or poster
Day 3: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>• Read the text</li> <li>• Discuss and reflect</li> <li>• Self-assessment</li> </ul>	Digital version or poster
Day 4: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>• Read the text again</li> <li>• Follow-up activities</li> <li>• Vocabulary activities</li> </ul>	Digital version or poster
Day 5: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>• Revisit the strategy and learning goals</li> <li>• Activate prior knowledge task</li> <li>• Introduce vocabulary</li> </ul>	Digital version and <i>Supported practice</i> cards

## Ten-day teaching plan: week 2

Day	Instructional step	Resource
Day 1: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>• Read the text</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 2: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>• Discuss and reflect</li> <li>• Self-assessment</li> <li>• Vocabulary activity</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 3: 25–30 minutes	Independent practice <ul style="list-style-type: none"> <li>• Revisit the strategy</li> <li>• Activate prior knowledge task</li> </ul>	<i>Independent practice</i> cards
Day 4: 25–30 minutes	Independent practice <ul style="list-style-type: none"> <li>• Read the text</li> <li>• Self-assessment</li> </ul>	<i>Independent practice</i> cards
Day 5: 25–30 minutes	Revisit the strategy and Self-assessment sheets	Digital version

## Fifteen-day teaching plan: week 1

Day	Instructional step	Resource
Day 1: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>Introduce the strategy and learning goals</li> </ul>	Digital version or poster
Day 2: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>Activate prior knowledge task</li> <li>Introduce vocabulary</li> </ul>	Digital version or poster
Day 3: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>Read the text</li> </ul>	Digital version or poster
Day 4: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>Read the text</li> </ul>	Digital version or poster
Day 5: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>Discuss and reflect</li> <li>Self-assessment</li> </ul>	Digital version or poster

## Fifteen-day teaching plan: week 2

Day	Instructional step	Resource
Day 1: 25–30 minutes	Model the strategy <ul style="list-style-type: none"> <li>Read the text again</li> <li>Follow-up activities</li> <li>Vocabulary activity</li> </ul>	Digital version or poster
Day 2: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>Revisit the strategy and learning goals</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 3: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>Activate prior knowledge task</li> <li>Introduce vocabulary</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 4: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>Read the text</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 5: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>Read the text</li> </ul>	Digital version and <i>Supported practice</i> cards

## Fifteen-day teaching plan: week 3

Day	Instructional step	Resource
Day 1: 25–30 minutes	Supported practice <ul style="list-style-type: none"> <li>Discuss and reflect</li> <li>Self-assessment</li> <li>Vocabulary activity</li> </ul>	Digital version and <i>Supported practice</i> cards
Day 2: 25–30 minutes	Independent practice <ul style="list-style-type: none"> <li>Revisit the strategy</li> <li>Activate prior knowledge task</li> </ul>	Digital version and <i>Independent practice</i> cards
Day 3: 25–30 minutes	Independent practice <ul style="list-style-type: none"> <li>Read the text</li> </ul>	<i>Independent practice</i> cards
Day 4: 25–30 minutes	Independent practice <ul style="list-style-type: none"> <li>Read the text</li> <li>Self-assessment</li> </ul>	<i>Independent practice</i> cards
Day 5: 25–30 minutes	Revisit the strategy and Self-assessment sheets	Digital version



## Concept links of texts used for each strategy

This program includes a variety of informative texts that cover a range of topics and themes. In each text, the written information is supported by high-quality visual material, including photographs, tables, diagrams and maps.

The texts that have been selected for each lesson within a strategy lesson plan are linked through a common concept.

<b>Strategy</b>	<b>Module 1 Concepts</b>	<b>Module 2 Concepts</b>	<b>Module 3 Concepts</b>	<b>Module 4 Concepts</b>	<b>Module 5 Concepts</b>
Making Connections	Science and us	Weather and climate	Rights and responsibilities	Communication	Sending messages
Monitoring and Clarifying	Plants	The past	Technology	Survival and adaptation	Ecosystems
Predicting and Inferring	The sea	Working together	Health and safety	Dangerous and challenging places	Our changing climate
Questioning	Bugs and mini beasts	Animal lifetimes and life cycles	Survival	Endangered species and habitats	Our place in space
Summarising	Moving things and people	Protecting our world	Talented animals	Cities	Animals and people
Visualising	Animals and the wild	Caring for animals	Using tools	People making a difference	Investigating the past



# Explorations **Strategies for Comprehension** for informative texts

This *Teacher Resource Book* provides the research background, explanations and support for teaching the six essential comprehension strategies for informative texts:

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

This book answers questions such as:

- How do I teach using the gradual release of responsibility model?
- How can I take advantage of the flexibility of *Explorations **Strategies for Comprehension** for informative texts*? When do I use digital and the print formats of this resource?
- How do I cater for the diverse learning needs of my students? Can I use the instructional program for whole-class work as well as small-group work? Can I use this resource as an intervention program for students who need additional support?
- How do I match the rich vocabulary instruction that is essential to reading comprehension with the needs of my students?
- What support does this resource provide for assessment?
- Is *Explorations **Strategies for Comprehension** for informative texts* adaptable? Can I apply the processes in the Lesson Plans to other short texts? Can I vary the procedures outlined in the Lesson Plans?
- How long will it take to teach each strategy?

The *Teacher Resource Book* also provides detailed information on the reading ages and conceptual links for the texts used for each strategy. Most of the texts have been selected from the *AlphaWorld* and *AlphaExplore* series. Charts linking each text to its source in a specific title are also provided. As *AlphaWorld* and *AlphaExplore* texts are at the same level of difficulty as the texts used to teach each strategy, they are appropriate for additional instruction if needed.

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