

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

Making Connections

Monitoring and Clarifying

Predicting and Inferring

Questioning

Summarising

Visualising



Explorations
Strategies for Comprehension
for informative texts



ELEANOR CURTAIN
PUBLISHING

80%

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

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

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

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

Across the five modules there are:

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



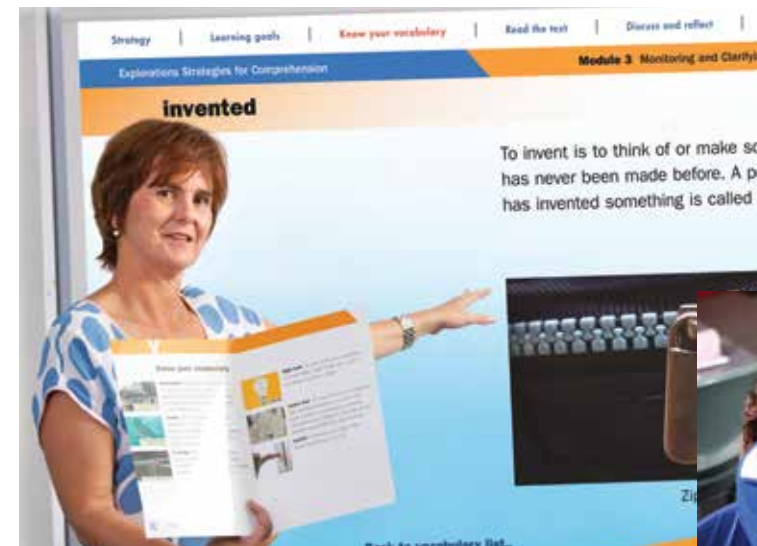
"We've found that this resource
complements any reading program."

Dr Alison Davis

*Bayeto 2012

Texts are available in
both digital and print formats

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

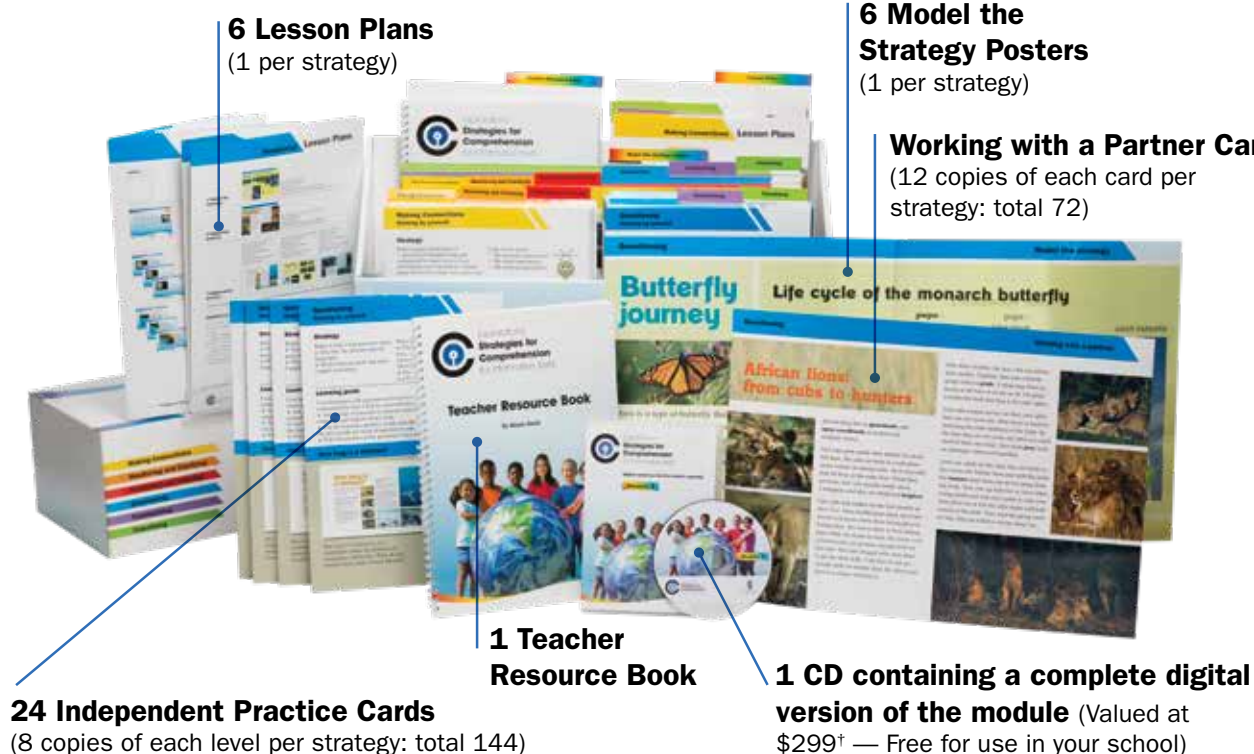


A complete digital version is included in each module. The stand alone digital version can be purchased separately for \$299.

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



What is in each module?



Use a model of effective instruction

The Gradual Release of Responsibility

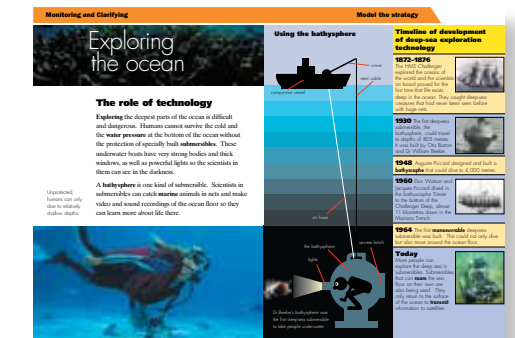
1

Model the Strategy

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



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



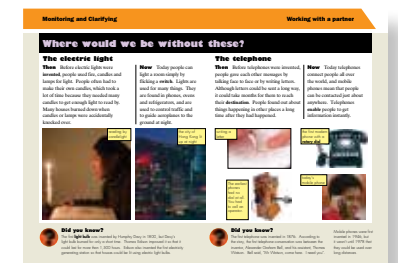
2

Supported Practice

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



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



3

Independent Practice

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

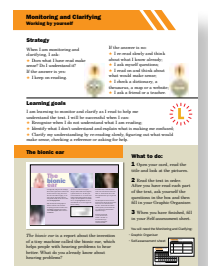


The **Independent Practice** texts are provided at three levels of difficulty — Below level, On-level and Above level. Clear instruction for students are provided on each card. 8 copies of each level.

Below level

On-level

Above level



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

How this unique resource supports your classroom needs

1 A clear model for teaching the 6 key comprehension strategies

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



A complete digital version of all the resources is included in each module. Along with the print format this allows for greater flexibility in teaching.
If you choose to teach exclusively from an interactive whiteboard you may buy the digital version alone.

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

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

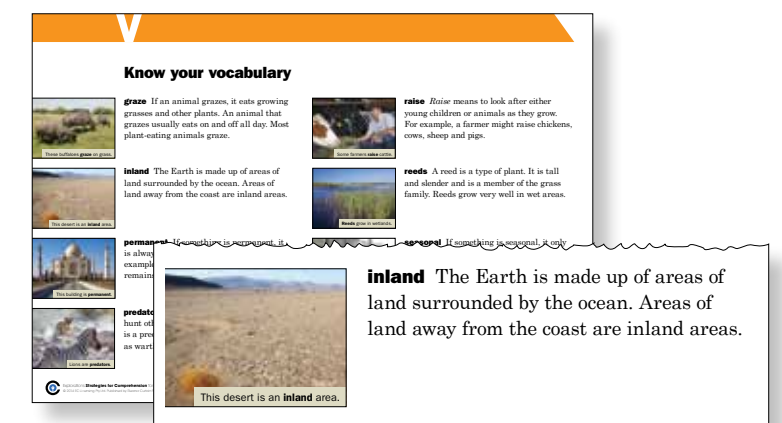


3 Teacher-friendly Lesson Plans support the gradual release of responsibility process.



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

Vocabulary knowledge is a critical aspect of reading comprehension.



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

- Australian Curriculum: English
- NSW Curriculum

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



About the author

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

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		Digital version only 978-1-76017-591-7	\$299 [†]		
2 Year 3 (AUS) / Year 4 (NZ)	8–9.5	978-1-74320-545-7	\$595 [†]		
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4 Year 5 (AUS) / Year 6 (NZ)	10–11.5	978-1-74320-336-1	\$595 [†]		
		Digital version only 978-1-76017-594-8	\$299 [†]		
5 Year 6+ (AUS) / Year 7 (NZ)	11–12.5	978-1-74320-852-6	\$595 [†]		
		Digital version only 978-1-76017-595-5	\$299 [†]		

All modules include digital version valued at \$299[†]
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