### Key Concept
- **Level 1**: Learning to read (Clay, Luke and Freebody, Munro)  
  - Comprehension (Brown, Palincsar, Pinnell, Pressley)  
  - Oral Reading Fluency (Chall, Kuhn, Rasinski, Stahl)

- **Level 2**: Reading complex text (Chall, Luke & Freebody, Munro, Rose)  
  - Selecting increased variety of text types (Chall, Munro, Luke & Freebody)  
  - Comprehension of complex texts (Trehearne, Doctorow, Munro)

- **Level 3**: Reading to learn (Luke and Freebody, Munro, Rose)  
  - Reading Comprehension  
  - Selecting appropriate texts to support literacy learning – Level 4

- **Level 4**: Reading for Learning (Luke and Freebody, Munro, Rose)  
  - Comprehension – the Essence of Reading  
  - Selecting appropriate texts to support literacy learning – Level 5 & 6

- **Level 5**: Reading strategies for all VELS domains  
  - Reading for learning – Pause, Prompt, Praise  
  - Collaborative cloze  
  - Teaching reading using the Four Resources Model  
  - Code breaking  
  - Teaching reading using the Four Resources Model  
  - Text participating  
  - Teaching reading using the Four Resources Model  
  - Text using  
  - Teaching reading using the Four Resources Model  
  - Text analysing

- **Level 6**: Reading strategies for all VELS domains  
  - Detailed reading – A Teaching Strategy for High Level Support in Reading and Writing  
  - Guided Reading – Reciprocal Teaching  
  - Reading for learning – Pause, Prompt, Praise