

## QUESTIONING

When readers question the text before, during and after they read, they attend more closely to the text. Questioning activates their thinking and increases their engagement in the text. Ask your child the following questions and remember to ask them "why" they think what they are thinking:

### Before reading:

- What do you think will happen?
- Why do you think...

### During reading:

- I wonder why .....
- What do you think
- How come.....
- This remind me of...

### After reading:

- What would have happened if...
- I wonder why the author....
- What message do you think the author wanted you to know?

## DETERMINING IMPORTANCE

Readers need to prioritize as they read. This relates to main idea and identifying themes. This skill is a critical skill for students as they encounter text books and nonfiction.

- Identifying themes-what kind of message is the author sending
- Identifying main ideas- discerning between main ideas verses interesting facts.

## VISUALIZATION

When readers can use their senses to **create a movie** in their minds while reading, they connect to the story/characters in a more meaningful way. Encourage your child to imagine what the characters look like, what the settings look like or what a scene looks like.

## SYNTHESIZING

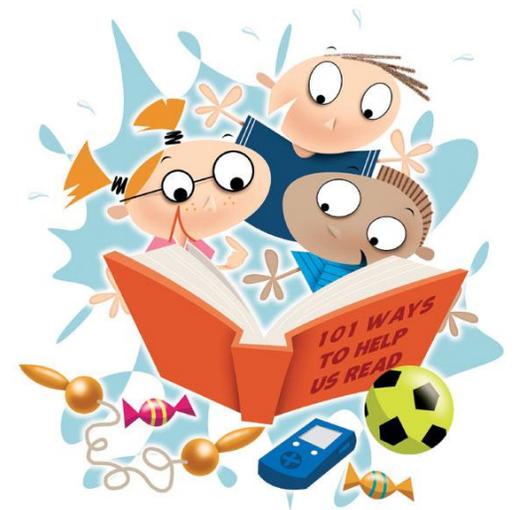
When you set out to bake chocolate chip cookies and begin to gather the necessary ingredients, you will not have the delicious final product until you accurately measure, mix and bake all the ingredients together.

Reading is the same way! You begin with a reader and a book. It is not enough to just be able to read the words. If you don't understand the story or you just whiz through the story without really thinking about the characters' motives, the plots or story lines and why they are changing, how and why characters change, and what lessons did the author want you to learn, you have simply read words on a page or left the chocolate chip cookie ingredients in the bowl unmixed and unbaked!

Synthesizing means combining what we know with the new information we gather from the book - this combining helps readers understand the text and adjust my thinking.

- Now I get it!
- At first I thought... but now I think...
- I think the lesson or theme is....

# A Parent's Guide to Comprehension Strategies



## HELPING YOUR CHILD UNDERSTAND WHAT THEY READ



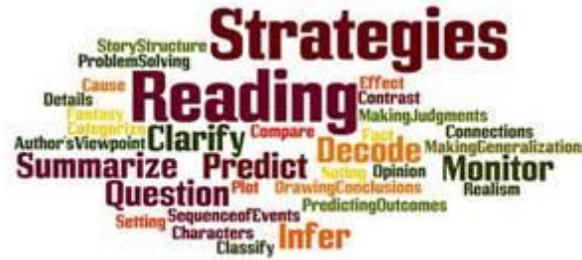


## Why Worry About Comprehension?

Reading is more than saying the words or getting from the beginning of the book to the end. To be successful readers, children need to be able to comprehend the text. Research has shown there are strategies we can model and teach our children that help them construct meaning and deepen their understanding of the texts they are reading.

*A few of these strategies are:*

- *Metacognition*
- *Inferring*
- *Schema*
- *Questioning*
- *Determining Importance*
- *Visualization*
- *Synthesizing*



## METACOGNITION

Isn't this a wonderful word? Children LOVE it - even saying it makes you feel smarter! All it means is that you are **aware** of your own thinking. Encourage metacognition by sharing your thinking as you read aloud. Be genuine about what you are thinking and share it out loud with your child! You might say something like:

- When I read this part, I was thinking...
- This part really surprised me because...
- This part is confusing me because...

## INFERRING

More than simple predicting, inferring happens when a reader takes what they know and what is written in the book to "read between the lines". The ability to infer helps readers get to the "why" of the story.

- Think about why a character takes an action or how they feel
- Why the author made certain choices when writing their story

## SCHEMA

When readers use what they already know or have experienced to help them understand new information, they are using schema or background knowledge. As you read aloud to or with your child, try:

- **Making Connections**- can you connect what you are reading to **yourself**, to another **book**, or to events happening in the **world**.
- **Author Schema**- what do you know about the author that would help you understand what might happen in the story? Have you read other books by this author? Does the author like surprise endings? Does the author use the same characters?
- **Prior Knowledge** - help your child think about the title, the blurb, and/or the cover of the book **BEFORE** they read to make predictions and to get their mind ready to read the story.