

Quaker Valley School District

A Parent's Guide to Comprehension Strategies

Your child is learning many new strategies. The following are a list of 8 comprehension strategies we are working on this year.

STRATEGIES

MAKING CONNECTIONS

Children connect new ideas to what they already know. The connections they make are *text-to-self*, *text-to-text*, and/or *text-to-world*.

How to help your child with this strategy:

To help your child make connections while they are reading ask *him/her* the following questions:

- What does the book (or parts of the book) remind you of?
- What do you know about the book's topic?
- Does this book remind you of another book?

ASK QUESTIONS

Through questioning, children are able to wonder about content and concepts before, during, and after reading.

How to help your child with this strategy:

- Model questioning in your own rereading
- Ask "I wonder" questions
- Ask your child to come up with questions before reading to see if it's answered in the text
- Keep track of questions verbally or in an informal question log
- Stop and predict what will happen next
- Discuss the questions you still have after reading

CREATE IMAGES/VISUALIZING

Children create pictures in their minds using their senses and feelings. The children can also use visuals to help create images in their minds.

How to help your child with this strategy:

- Share wordless picture books with your child – have your child tell the story
- Make frequent stops while reading aloud to describe the pictures in your mind
- After reading, have your child draw a picture of what he/she sees in his/her mind

MONITOR UNDERSTANDING

Children need to stop and think about what they are reading to make sure they understand.

How to help your child with this strategy:

- Ask your child "do you understand what you've read?"
 - If they do not understand then have them:
 - Read it again
 - Ask themselves questions
 - Think about what it means

USE FIX-UP STRATEGIES

When students come to words they don't know, they need strategies to figure out how to say the word or what the word means.

How to help your child with this strategy:

- Use sounds – sound the word out
- Chunk it – break it into parts they know
- Use the words around the unknown word to figure out the meaning
- Read on to figure out the meaning

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INFERRING

When reading, the child should be thinking about what is happening and why it happened. Also, using your own ideas to understand what you read. The child should know what the author means without the author coming right out and telling the reader.

How to help your child with this strategy:

Ask them:

- “How did you know that?”
- “Why do you think that would happen?”
- “Look at the cover and the pictures, then make predictions.”
- “What do you think this story was about?”
- “Does it remind you of anything?”

DETERMINING IMPORTANCE

Think about the key ideas and decide whether they are important or just interesting.

How to help your child with this strategy:

- Initiate discussion before reading by asking what your child knows about the topic and what he/she would like to learn.
- After reading, discuss what important information they have learned.
- While reading, help your child look for clues in the text to determine importance.
- Pay attention to:
 - First and last lines of a paragraph
 - Titles
 - Headings
 - Captions
 - Framed text
 - Fonts
 - Illustrations
 - Italics
 - Bold-faced print

SYNTHESIZING

Create a summary of the most important ideas from the reading. It is putting pieces of information together to come to a new understanding. This strategy is the most difficult.

How to help your child with this strategy:

- Use questioning strategies such as, “How has your thinking changed from reading that piece?”
- Discuss current events with an emphasis on judgments and opinions
- Ask questions with no clear answers