A Parent Guide to Help Your Child While They Read

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Compiled from Several Resources

Reading Strategies	What's Key for Kids	Talking Points
Monitoring Comprehension Good readers stop to think about their reading and know what to do when they don't understand.	• Listen to inner conversation (what the voice inside our head is asking or saying). • Use refocusing skills (stop, go back and reread) when s/he loses way (monitor & clarify). • Reread and read on to clarify meaning and use "fix-up" strategies. • Remember to stop, think, and react to information to learn information and expand thinking.	• Tell me what the voice inside your head is saying? • Is this making sense? • Wait, what's going on here? • What have you learned? • Should you slow down? Speed up? • Do you need to reread? • How do you say this word? • What does this word mean? • What text clues help you fill in missing information?
Summarizing Good readers identify the most important ideas and restate them in their own words.	• Pull out information that relates to key ideas. • Summarize/paraphrase key ideas briefly and accurately in one's own words to demonstrate understanding. • Use strategies to choose a just-right book.	• How is the story organized? • What are the author's most important ideas? How do you know? • What are the key words? • What is the story mostly about? How do you know? • What is the main idea? How do you know? • What is your favorite part? Why? • Retell what you read in five sentences or less. • What did _____ do first? • What did he do next? • What was the last thing that _____ did? • When & where does the story take place?

Predicting Good readers think about what is going to happen and make predictions based on what they know and what they have read.	• Make and change predictions by inferring and visualizing information from the text.	• What would happen if _____? • What do you think will happen next? • Since _____ happened, do you think _____ will happen? • While looking over the material before reading, what do you think you will learn about? • What does this title/heading/picture make you think about? • Although the author hasn't told you this, do you think _____? • Are you making any predictions as you read?
Visualizing (AKA – Creating Mental Images, Sensory Images) Good readers create mental images during and after reading. Their images become a movie in their mind.	• Create a mental picture of the story or poem. • Make and change predictions by inferring and visualizing information from the text.	• Can you picture this new information? • What are the pictures/ scenes in your mind? • What do you hear, taste, smell, or feel? • What do the characters, the setting, and the events of the story look like in your mind? • How does what you are visualizing help you remember what you read? • What words did the author use that helped you create a movie in your mind? What else did the author do to help you create a movie in your mind? • Do you have a movie playing in your head? • What are you feeling right now? • Have you ever felt, heard, tasted, smelled, or seen something like this?
Inferring Good readers use what they know (schema) and what they read in the text to make a conclusion. (Inferring is reading between the lines.)	• Use background knowledge and text clues to make meaning. • Infer the meaning of unfamiliar words and concepts in the text to better understand what I'm reading. • Make and change predictions by inferring and visualizing information from the text. • Use text clues to infer answers to unanswered questions.	• Authors leave clues for us as we read. Did you put them together to figure out the big ideas? • What message do you think the author wanted you to understand? • This is a tricky word. What word would make sense here? How did you infer its meaning from its place in this sentence? • You know this story is about _____ because _____. • You know that the character felt _____ because _____. • If this story were to go on, you know _____ would happen because _____.

Asking Questions Good readers spontaneously and purposefully ask questions before, during, and after reading to help themselves understand the text. (They realize that not all of their questions will be answered by the text.)	• Form questions before, during and after reading materials, listening to text, or discussing the text. • Use questioning techniques: reread, read on, use picture clues, ask others, and inferring. • Ask questions to better understand text. • Read with a question in mind, and then gather clues to answer it. • Understand that not all questions will be answered in the text. • Understand that answers to questions can be found by investigating outside of the text. • Understand and ask literal, critical, and big idea questions.	• What questions do you have? • What questions did you ask that were not answered in the text? • Did you have a question before you even started reading? • Do you notice yourself asking questions when the reading doesn't make sense? • Who? What? When? Where? Why? How? • What is the author saying? • Why is that happening? • Why did this character…? • Is this important? • What does this make you wonder? • How does this information connect with what you have already read?
Determining Importance Good readers use this mainly with nonfiction reading. The reader has to determine the difference between what they need to know and what is just interesting.	• Sorts and sifts the information to answer a question. • Relating important ideas or events to each other including: Topic/Theme, Main Points, Concluding Statement • Notice how supporting details come together to help us get bigger, more important ideas. • Use text features and visuals to get important information.	• What was the most important part of your reading? • What is important to remember? • What do you think the author is trying to tell you? • What do you think you should learn from the reading?

Making Connections Good readers connect something from a book to their own life, the world, or another text.	• Recall and use prior learning to identify and incorporate new knowledge. • Show connections to the literary elements of characterization, plot, setting, author styles, genre and theme using personal experiences or background knowledge. • Make connections to similar works by the same or different authors, the same or different genre or the same or different themes. • Use connections to help maintain memory of many different sources in order to enhance understanding.	• What do you already know that will help you understand what you are reading? • Does this information confirm or conflict with what you've already read in another source? • Has this ever happened to you? • Do you know someone like him or her? Are you like this character? • Does this remind you of another book you have read?
Synthesizing Good readers put together information from the text and from the readers own background knowledge in order to create new understanding.	• Use questions, connections, and inferences to identify key ideas and make meaning while reading. • Share responses that show both the content and the thinking about the content. • Change understanding of an idea, concept, or topic by integrating new knowledge with prior knowledge. • Understand the difference between facts and opinions. • Revise thinking in light of new evidence.	• Has your thinking changed after reading this passage? • Are you keeping track of what this means? • What's your plan for this information now?