

A PARENT'S GUIDE TO TEACHING COMPREHENSION STRATEGIES



- **Making Connections**
- **Visualizing**
- **Finding Important Ideas**
- **Questioning**
- **Inferring**
- **Synthesizing**

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 text. Research has shown there are some strategies we can share with children as we read that will help them gain more understanding.

MAKING CONNECTIONS

When readers fit what they read into what they already know or have experienced, they are using their **schema**. As you read to or with your child, try to:

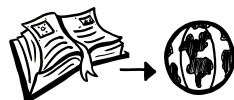
- make connections to yourself
- *Does this remind you of something that happened to you?*
- *Does this make you think of a time when...?*
- *Can you relate to...?*



- make connections to another text
- *Does this remind you of another book you read?*
- *Is this part just like...?*
- *Is this similar to...?*



- make connection to the world
- *Does this remind you of something that happened in the world?*
- *Is this like...?*
- *Do you know this...?*



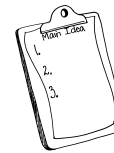
VISUALIZING



When readers can use their senses to help them imagine what they might smell, hear, see, taste or feel as they read, they get deeper into the text.

- *Are you making a movie in your mind?*
- *What kinds of things do you imagine hearing? Smelling? Tasting? Feeling?*

FINDING IMPORTANT IDEAS



Readers need to prioritize as they read. They have to be able to find the main idea and identify themes. It is a critical skill for students as they encounter textbooks and nonfiction.

- *What is the text mostly about?*
- *What is the author trying to tell you? What is the message?*
- *What did you learn?*
- *What are the important details?*

QUESTIONING



When readers question the text before, during and after they read, they attend more closely to the text.

- Before Reading
- *What do you think will happen?*
- *Why do you suppose?*
- During Reading
- *Why do you suppose?*
- *What do you think?*
- *I wonder why?*
- *How come...?*

After Reading

- *What would have happened if...?*
- *I wonder why the author...?*
- *I wonder where we could look to find out more about...?*

It is important for readers to understand some of the most interesting questions we have aren't always answered in the story!

INFERRING



More than simple prediction, inferring happens when readers can take what they know and what is written in the book to "read between the lines". When the author doesn't answer your questions, readers often have to infer the answer. The ability to infer helps the reader get to the "why" of the story.

- *Think about why a character takes an action.*
- *How a character feels in a certain situation.*
- *Why do you suppose this happened?*
- *What do you think this means?*
- *Why an author made certain choices as he or she was writing the book.*
- *What clues in the story help you to infer?*

SYNTHESIZING



When readers combine what they know with new information to understand the text, they synthesize. What they thought at the beginning may change as they read.

- *Do you get it now?*
- *What did you learn?*
- *Does it make you think of something?*
- *Did anything surprise you?*

A PARENT'S GUIDE TO TEACHING DECODING STRATEGIES



- "Sound it out"
- "Chunk it out"
- "Skip it"
- "Back Track"
- "Hidden Words"
- "Pattern Detective"
- "Cents"
- "Pop"
- "Picture Clues"

In the early stages of reading development much of the time spent in reading is trying to figure out each individual written word. Although, "sounding it out" is a good strategy, it is by no means the only technique we teach our students to use. The following decoding strategies will help them identify and read challenging words in print.

SOUND IT OUT



Stretch out the letters and sound out the word slowly. Listen for the beginning, middle, and ending sounds in the word. Now guess the word and say it in the sentence. Does it sound right?

CHUNK IT OUT



Look for "chunks" in the word. As you read the word, break it up into "chunks" or pieces. Then read the "chunks" one after the other. The word will come together.

SKIP IT



Skip the word you don't know and read on. Reading the rest of the sentence can help you figure out the word. Now reread the sentence. Does the word you have guessed fit the meaning?

BACKTRACK



If you come to a word you don't know, go back and reread the sentence. Sometimes you may pick up clues for the mystery word in the sentence that you missed the first time. Reread it. You may want to go back a sentence or two as well. Think about what you are reading.

HIDDEN WORDS



Look for smaller words, "hiding" inside the BIG word. Look carefully for smaller words that you know hidden inside the larger word. This can help you figure out the word and pronounce it.

PICTURE CLUES



Look for pictures on the page. Sometimes you can pick up clues by looking at the pictures on the page.

PATTERN DETECTIVE



Look for the word patterns that you know (for example: an, it, oy, up). Look and listen for similarities among words. Do they rhyme? Do they have the same letter pattern? If you can read "cat", then you can read...

CENTS



Ask yourself, "Does it make sense?" Think about what you've read so far and what you already know about the subject. What do you think the word might be? Does the word make sense in the sentence?

POP



Read the sentence and say the first letter sound of the word you don't know. Often, as you read the first sound, the word will "POP" into your head. Reread the sentence to see if it makes sense. Are all the letters for the word there?