



## A Parent's Guide to Supporting Reading Comprehension



Reading= active thinking and understanding

Successful readers are strategic in their reading. Therefore, children require a full “toolbox” of strategies to help them understand what they read. Below, you will find prompts that you can use as you interact with your child to encourage active reading and deep comprehension.

### Asking Questions



Why is it important? Readers must actively wonder about the text to help them engage with text and understand it.

Prompts to Help Readers Ask Questions:

- What does the word\_\_\_\_\_ mean on this page?
- I wonder what the author means when (s)he says...
- I wonder if [a character] is going to...
- Why is the author giving me so much information about\_\_\_\_\_?
- What would I do if I were in the same situation as [a character]?
- I wonder what else I could learn about...

### Determining Text Importance

Why is it important? Good readers identify and evaluate important information in the text.

Prompts to Help Readers Determine Text Importance:

- I know these parts of the story are important because...
- I think these parts of the text are interesting because...
- I think the author thought\_\_\_ is important because...
- I need to pay attention to this\_\_\_. It has important information I need.



### Fix-Up Monitoring



Why is it important? Good readers monitor and fix-up their comprehension when it breaks down.

Prompts to Help Readers Monitor and Fix-Up:

- I didn't understand that. Maybe I should reread it more slowly.
- Wait a minute. I need to stop and think.
- Wait a minute. I need to stop and write about that.
- The author says\_\_\_. What does that mean?
- I'm not sure what's happening. I think I'll read ahead and see if it becomes clearer.



### Make Connections

Why is it important? Good readers link what they read to something they already know.

Prompts to Help Readers Make Connections:

*Text-to-Self:* The reader makes a personal connection with the text.

- This reminds me of when I...
- I knew someone just like this when I...
- I had the same experience when...



Source: Benchmark Literacy



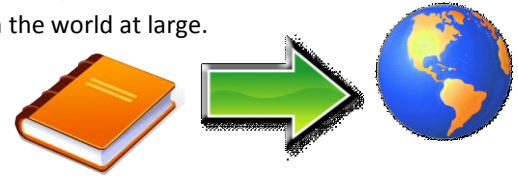
*Text-to-Text:* The reader makes a connection between the text s(he) is reading and a text she has already read.

- This character is just like character in...
- The plot of this story is so similar to the plot of...
- I remember reading another book that took place in the same setting...



*Text-to-World:* The reader makes a connection between the text and something in the world at large.

- If this character were alive today, I bet she would be...
- What's going on in this book is just like what's happening right now in...



### Make Inferences

Why is it important? Good readers use clues in the text to figure out something the author has not stated.

Prompts to Help Readers Make Inferences:

- The author says \_\_\_\_\_. I think she means ...
- If I read between the lines, the author is telling me ...
- The clues that prove my inference are ...
- I think the character did this because ...
- I think this happened because ...
- These few pieces of evidence tell me that ...
- From the information in this chapter (section), I can infer that ...
- From the events in the story so far, I think \_\_\_\_\_ will happen next.
- The picture (photograph) on the cover of the book suggests that ...
- The graphics on page \_\_\_\_\_ suggest that ...
- I know more about \_\_\_\_\_ because of the specific information I read on page \_\_\_\_\_.



### Summarize & Synthesize

Why is it important? Good readers form new ideas or perspectives. .

Prompts to Help Readers Summarize & Synthesize:

- This story or passage is really about ...
- So far I know \_\_\_\_\_. This makes me think that ...
- My opinion of \_\_\_\_\_ is \_\_\_\_\_. I think this because the text said ...
- This helps me understand ...
- My thinking about this topic has changed because ...

### Visualize

Why is it important? Good readers form pictures in their minds to “see” what the author has written.

Prompts to Help Readers Visualize:

- In my mind, I see ...
- The words \_\_\_\_\_ help me really see [the character or setting] in my mind.
- The author’s description makes me imagine a place that is ...
- I’ve never seen a \_\_\_\_\_, but I imagine it is ...
- I can [see/smell/taste/feel/hear] ...

