



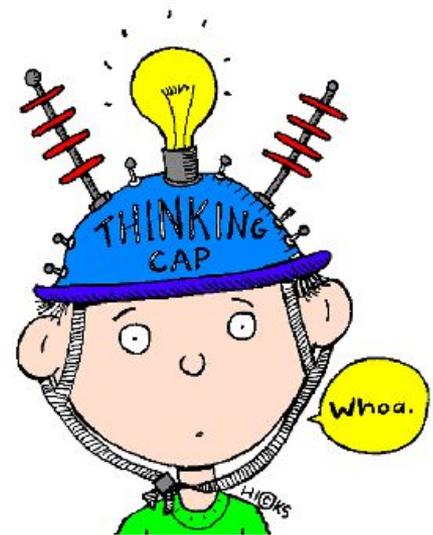
Comprehension

“If you’re not reading for meaning
you’re not reading.”

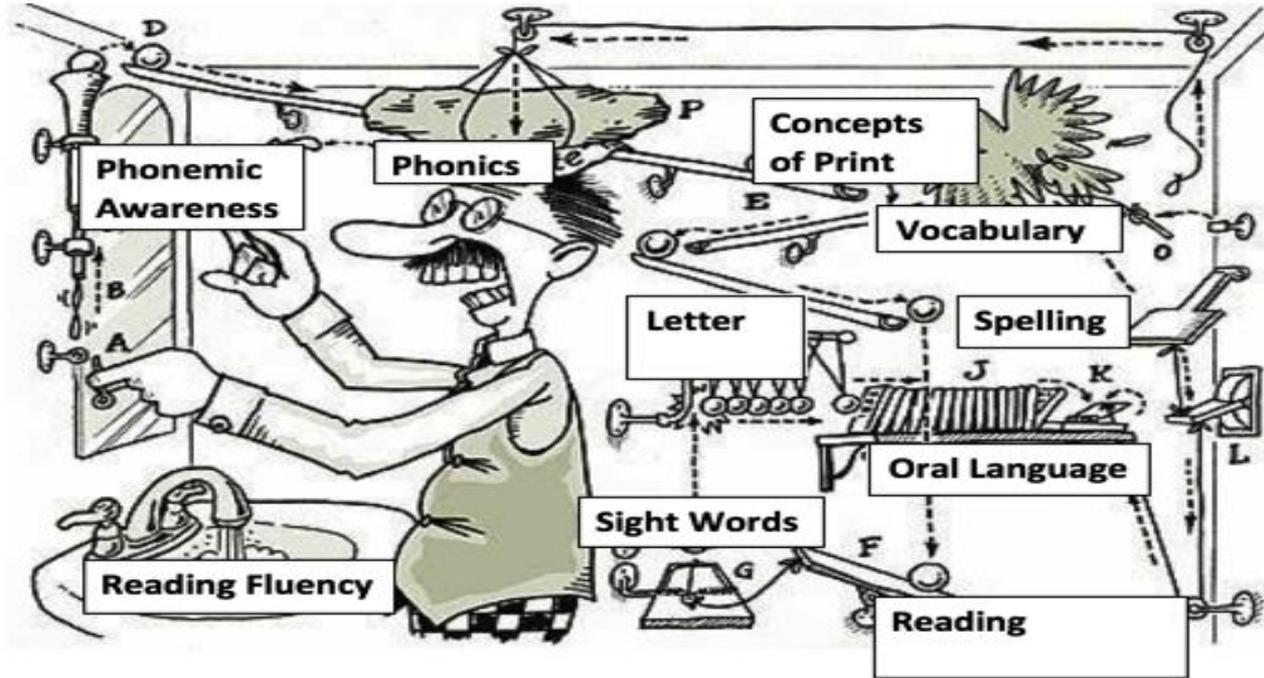
What is comprehension?

Comprehension is the ability to **understand** and **draw meaning** from text. This includes:

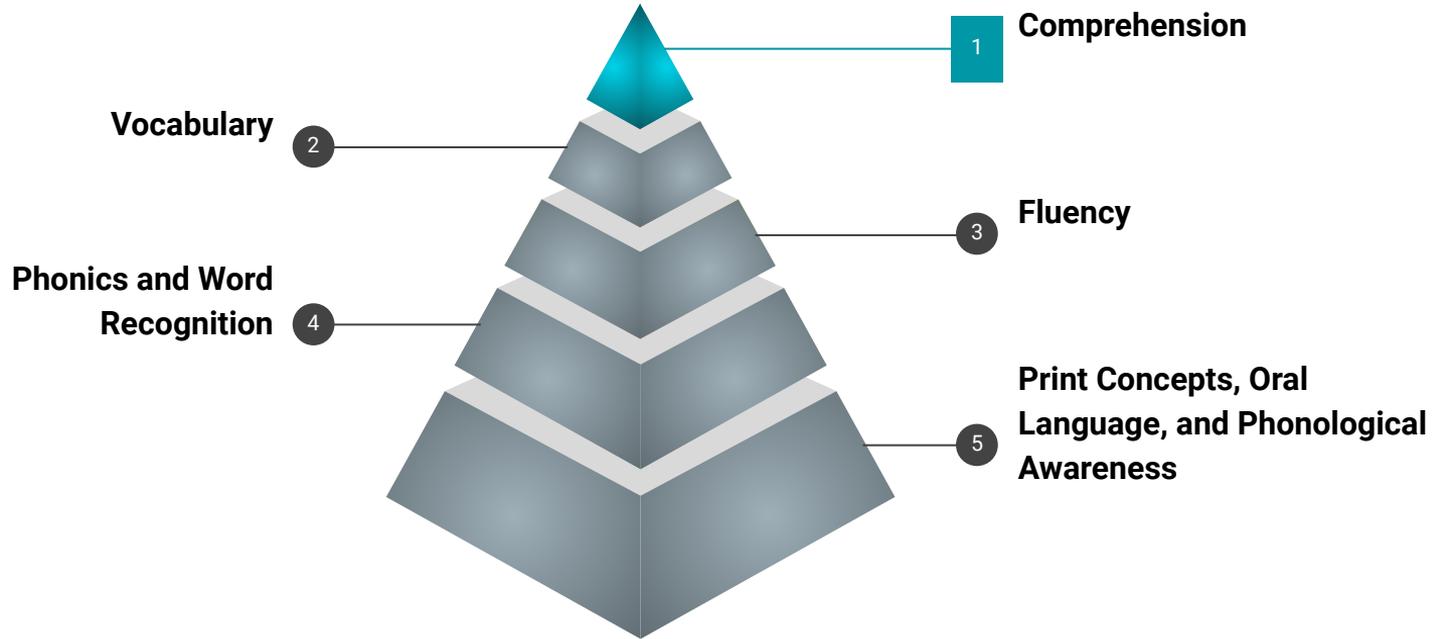
- ★ Paying attention to important information
- ★ Interpreting specific meanings in text
- ★ Identifying the main idea
- ★ Verbal responses to questions
- ★ Application of new information gained through reading



It is a complex contraption...

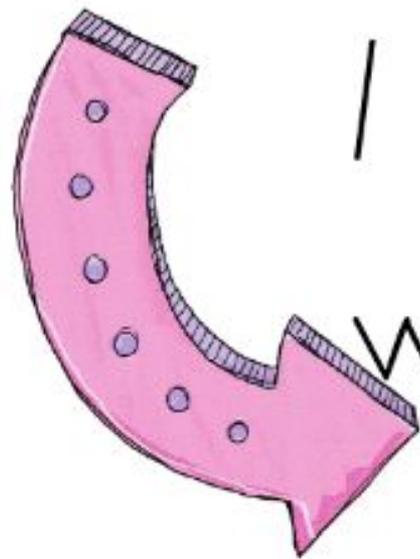


“It’s all about meaning!”



**Student writing is the evidence of a student’s development*

COMPREHENSION



I understand
what I read.

How to Read With Your Child



Everyday Comprehension



- Ask your child about an event in his/her day
 - Who
 - What
 - When
 - Where
 - Why
 - How
- For example, if your child attended a party, you could ask, “Who was there? What did you do? When did you have cake? Where did you go? Why did the invitation have dogs on it? How did the birthday child like the presents?”
- Once your child is comfortable answering these questions about his/her experiences, try asking these questions about a book you’ve read together.

Sequencing Errands (K-1)

- Talk about errands that you will run today.
- Use sequencing words (first, next, last/finally, beginning, middle, end) when describing your trip.
- For example, you might say,
 - We are going to make three stops.
 - **First**, we will go to the gas station.
 - **Next**, we will go to the bank.
 - **Finally**, we will go to the grocery store.



Puppets

Make puppets to help your child retell a favorite story or use stuffed animals as props to retell a story or part of a favorite story



Sequencing Comics

- Choose a comic strip from the Sunday paper.
- Cut out each square and mix the squares up.
- Have your child put them in order and describe what is happening.
- Encourage your child to use words like first, second, next, finally, first, next, last, etc.



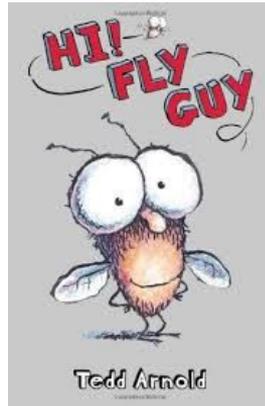
Predictions

After you read a few pages, ask “What do you think will happen next?”



Thinking Deeper

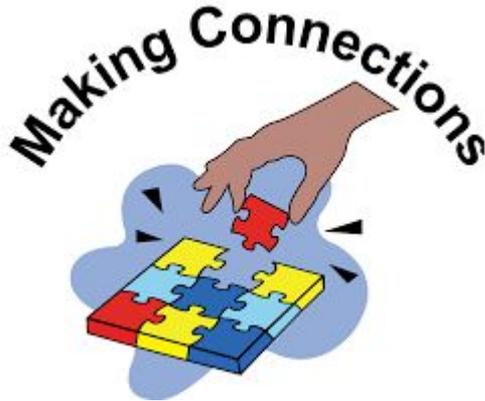
Encourage deeper thinking by asking, “If the story kept going, what do you think would happen next?”



Making Connections

Help your child make connections to his/her life experience while reading.

You could say, “Is there anything you read in the story that reminds you of something that happened to you or to another book we’ve read?”



Making Connections

- Text to self
- Text to Text
- Text to World

I use what I know to
understand what I'm reading



Thinking Stems:

This reminds me
of... because...

This reminds me of
the book...

This reminds me of
what I heard...

Visualizing

I create pictures in my mind as
I read.

I see what I read.

I feel what I read.

I use my senses to help me
make a movie in my mind.

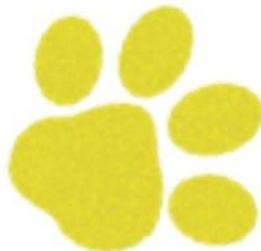
Thinking Stems:

I'm visualizing...

I'm picturing...

I can imagine...

I'm seeing...



Visualizing

- Establishing the Purpose:
 - It is really important for readers to create pictures in their minds as they read.
 - When you visualize a story, you let your imagination create the story as you see it.
 - Visualizing will help you to have a better understanding of the stories you read.

- Directions:
 - Listen as I read _____.
 - Close your eyes and make pictures in your mind about what you hear.
 - Discuss with your child what they are picturing and why.



Adapted from:

<https://www.scholastic.com/teachers/blog-posts/danielle-mahoney/visualize-teaching-readers-to-create-pictures-in-their-minds/>

Character Traits

Ask questions about character traits.

Ex: “Which character do you think was kind? Which character was bossy? How do you know?” If your child doesn’t know, give your answer.

You may need to do this many times before your child can do it. He/she may also “mimic” your answer. Encourage your child’s attempts.

BRAVE



Mean

Lucky

SMART



FUNNY

Character Traits



active	considerate	grouchy	mysterious	silly
adventurous	cooperative	happy-go-lucky	nervous	sincere
affectionate	courageous	lucky	noisy	skillful
afraid	cowardly	hateful	obedient	sly
ambitious	critical	hopeful	obnoxious	smart
anxious	cruel	hopeless	observant	sneaky
argumentative	curious	humorous	optimistic	snobbish
bewildered	daring	ignorant	peaceful	sociable
bossy	dependable	imaginative	persistent	stingy
brave	determined	immature	pessimistic	strict
brilliant	dishonest	impatient	picky	stubborn
calm	disrespectful	impolite	pleasant	studious
bully	eager	impulsive	polite	sweet
capable	easy-going	independent	proud	talented
careful	efficient	insistent	puzzled	talkative
caring	energetic	intelligent	quick	thoughtful
charismatic	enthusiastic	jealous	quiet	thoughtless
charming	fair	jovial	reliable	timid
childish	faithful	lazy	respectful	trusting
clever	fidgety	logical	responsible	trustworthy
clumsy	fierce	lonely	restless	unfriendly
cold-hearted	foolish	lovable	rowdy	versatile
compassionate	friendly	loving	rude	warm-hearted
competitive	funny	loyal	sarcastic	wise
conceited	generous	lucky	secretive	witty
concerned	gentle	mature	selfish	worried
confident	gloomy	mean	self-reliant	_____
conscientious	greedy	moody	sensitive	_____

Read Aloud and Retelling



Book Look

Encourage your child to talk about what he/she thinks about what might happen in this story.



Thinking Aloud

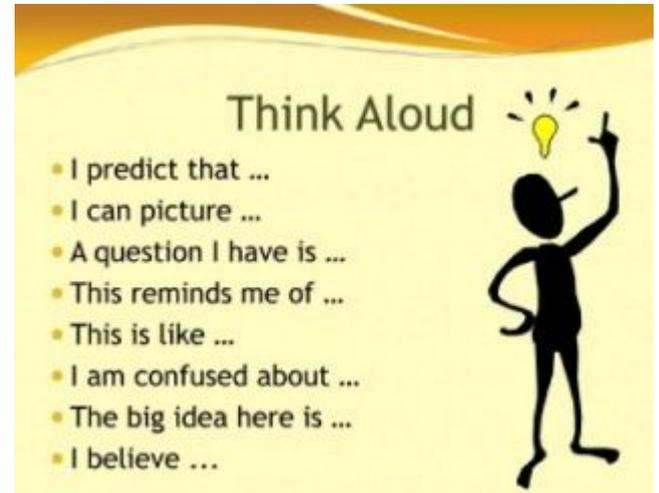


As you are reading, think out loud to your child. Ask questions such as “I wonder why the boy is crying in the picture? Will he find his lost toy?” This demonstrates that reading and comprehension is an active process, not passive.



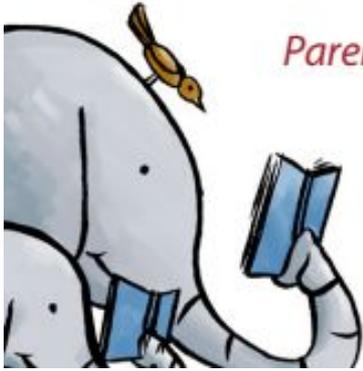
Think Aloud

- When you read aloud to your child, talk about what you are thinking.
- It is your opportunity to show your child that reading is a lot more than just figuring out the words.
- Describe
 - How you feel about what's going on in the book
 - What you think will happen next
 - What you thought about a character's choice



Watching a Parent
Read Aloud with their
child





Parent tips for raising strong readers and writers

Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

[How to read an E-Book with Your Child](#)

Reminder: Re-Reading is important!

Say to your child -"One important habit readers have is re-reading. I love this story or informational book so much and every time I read it again, I notice even MORE and I think even MORE."

"Let's reread to see what else we can discover."





ING



Reading

Questioning to Understand

I'm asking questions and looking for answers

- Before reading
- During reading
- After reading



Thinking Stems:

I wonder...

What if...

Why...

I think I was confused when...

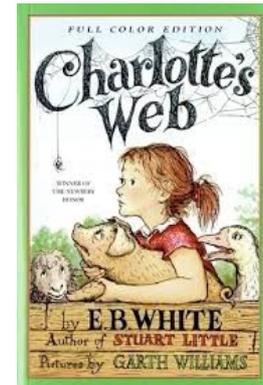
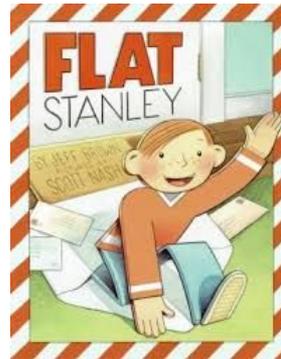
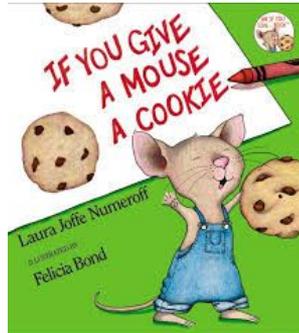
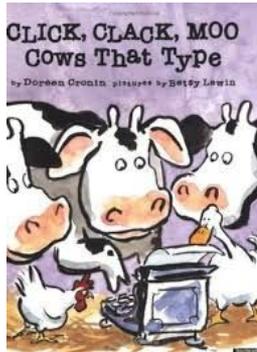
Who...

Fiction Books

A work of **fiction** is created in the imagination of its author.

The author invents the story and makes up the characters, the plot or storyline, the dialogue and sometimes even the setting.

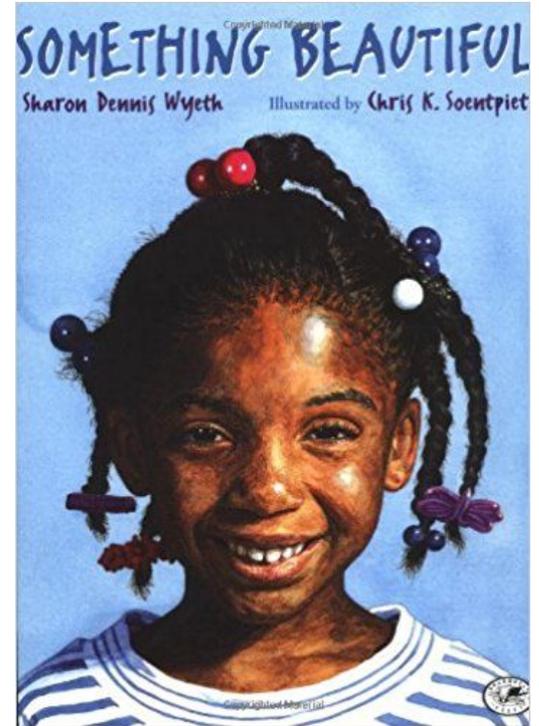
A **fictional** work does not claim to tell a true story.



Reading Fiction: **Before** Reading

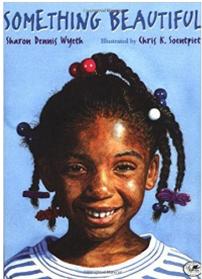
Helping your child set a purpose for reading

- Point out the title and author.
- Look at the picture on the cover and ask,
 - What do you think is going to happen in this story?
 - Why?



Reading Fiction: **During** Reading

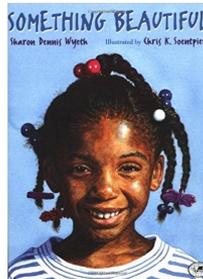
- Stop every now and then to ask your child to tell you what has happened so far or what he/she predicts will happen.
- You might also ask for your child's opinion. "Do you think the character did the right thing? How do you feel about that choice?"
- Explain any unfamiliar words.
- As your child reads, ask questions that start with who, what, where, when, why, and how.
 - If your child does not answer with an appropriate response, redirect by saying, "I think you mean a person because it was a "who" question" then restate the question.



Reading Fiction: **During** Reading

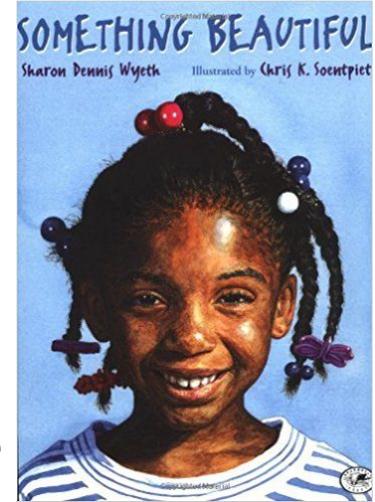


- After you read a few pages, ask “What do you think will happen next?”
- Help your child make connections to his/her life experience while reading.
 - You could say, “Is there anything you read in the story that reminds you of something? The boy who went to the zoo with his family reminds me of when we went to the zoo over the summer. What do you think?”
- As you are reading, think out loud to your child. Ask questions such as
 - I wonder why the boy is crying in the picture?
 - Will he find his lost toy?”
 - This demonstrates that reading and comprehension is an active process, not passive.



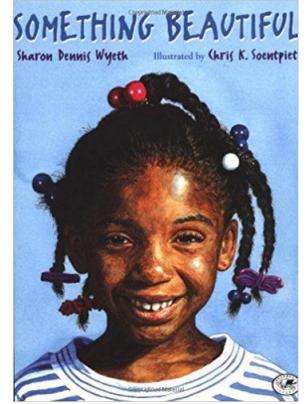
Reading Fiction: **After** Reading

- Ask your child to retell the story from the beginning, and ask for opinions, too. “What was your favorite part? Would you recommend this to a friend?”
- After reading, ask your child,
 - What was your favorite part? Show me.
 - Why do you like that part?
 - Ask your child to talk about the beginning, middle and end of the story.
- Discuss words related to stories such as characters, problem, and solution. For example, “How did characters of the Three Bears solve the problem of the porridge being too hot?: If the child does not know, show the picture or reread the page.



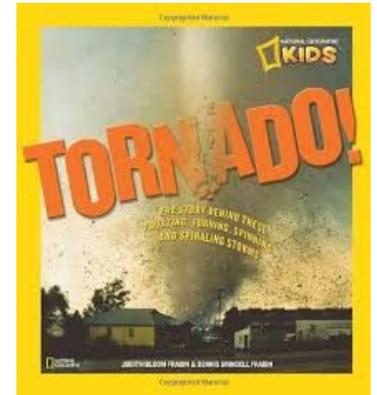
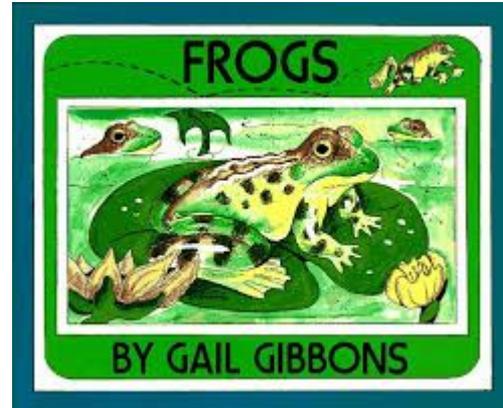
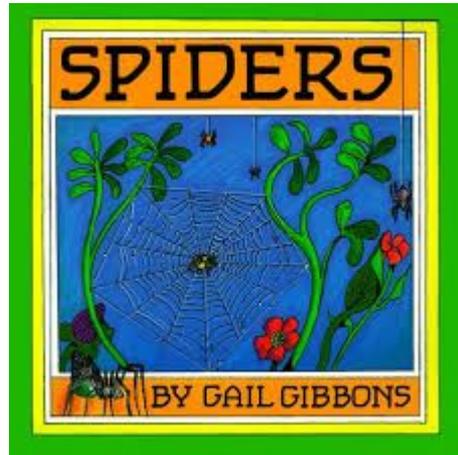
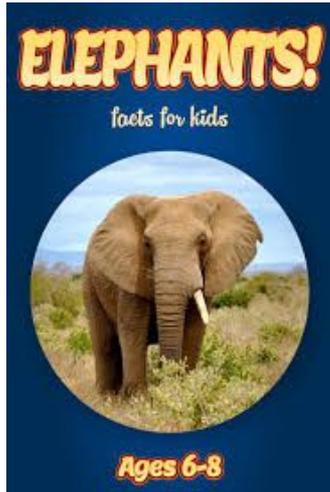
Reading Fiction: **After** Reading

- Ask questions about character traits.
 - Which character do you think was kind? How do you know?
 - Which character was bossy? How do you know?
 - If your child doesn't know, give your answer.
 - You may need to do this many times before your child can do it. He/she may also "mimic" your answer.
 - Encourage your child's attempts.
- Encourage deeper thinking by asking, "If the story kept going, what do you think would happen next?"
- Help your child make connections to his/her life experience while reading.
 - You could say, "Is there anything you read in the story that reminds you of something?"



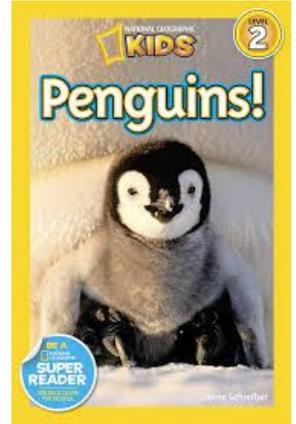
Informational Books

When you read informational, you're reading about something that really happened — it's not a story somebody made up.



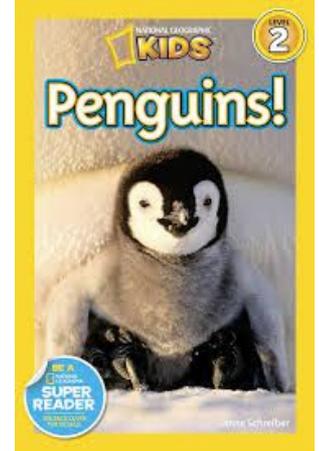
Reading Informational: Before

- Point out the title and author. Look at the picture on the cover and ask,
 - What do you think you'll learn about in this book? Why?
 - This helps your child consider what he already knows about the topic.
 - Look at the table of contents.
 - You and your child may choose to read the book cover to cover or go directly to a certain chapter.
- Take a quick “book look” and encourage your child to talk about what he/she thinks about what might learn from this book.



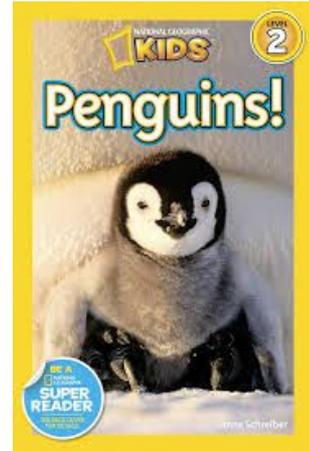
Reading Informational: **During**

- Don't forget the captions, headings, sidebars, or any other information on the page.
 - Young readers tend to overlook these, so it's a good idea to show that the author includes lots of information in these "extras".
- Help your child make connections to his/her life experience while reading. You could say, "Is there anything you read in the book that reminds you of something?"
- As you are reading, think out loud to your child. Ask questions such as "I wonder why..."
 - This demonstrates that reading and comprehension is an active process, not passive.



Informational: **After** Reading

- Ask your child,
 - What was it mostly about?
 - What do you still want to know?
 - Where could you find out?"
- Help your child make connections to his/her life experience after reading.
 - You could say, "Is there anything you read in the book that reminds you of something?"



Parent Read Aloud

Before reading - “What do you think is going to happen in this story”

Informational book - “What will this informational book be about? Why do you think that?” (This gives students purpose for reading)

During reading - Stop just a few times to check on their prediction. “Do you think the character is making the right choices?” Informational book- “What have you learned so far using the charts or pictures?”

After reading - Ask your child to retell the story or describe your favorite part. With informational books, ask “What was the book mostly about?” “What more do you want to know?”



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SETTING 
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AUTHOR / ILLUSTRATOR 
MAIN TOPIC 
KEY DETAILS 
NEW and UNKNOWN WORDS 
CONNECTIONS 

Keep these reading elements simple for our youngest readers.