

Home Rereading Program

We want to emphasize that parents should continue reading engaging stories and chapter books to your child. See the reverse side for information on developing comprehension strategies during read alouds.

Coaching Your Child through the Tricky Parts

Children should have many opportunities to read and reread books. During rereading the child will

- More easily tap into the strategies that good readers use.
- Make his/her reading “sound like talking.”
- Notice aspects of print or story missed during the first read.
- Increase number of words known on sight.

Here are some ways to coach your child when he/she does not know a word or has made a mistake.

If your kindergarten or first grade child added words or did not read all the words, say

- Were there enough words on the page?
- Were there more words on the page?
- Did that match up?

If your child cannot figure out an unknown word, ask

- What will make sense there?
- What will sound right?
- What does it look like?

If your child continues to struggle with the word, give it to him/her.

If your child has made a mistake, but did not fix it, restate the sentence the way your child read it and say

- Try that again.
- Did that make sense?
- Did that sound right?
- Does that look right?

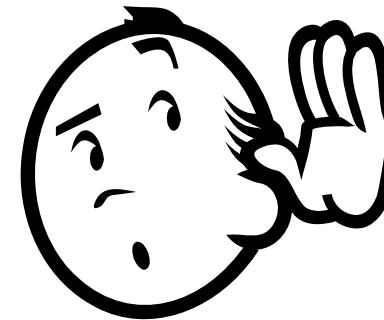
After your child has finished, have him/her retell the story to you in his own words. A good retelling includes:

Title Characters Setting Problem Important events and details Solution

Your child should always be thinking about these questions:



**Does it
make
sense?**

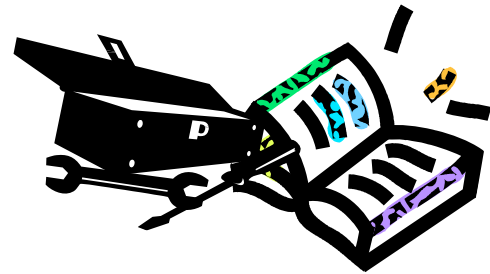
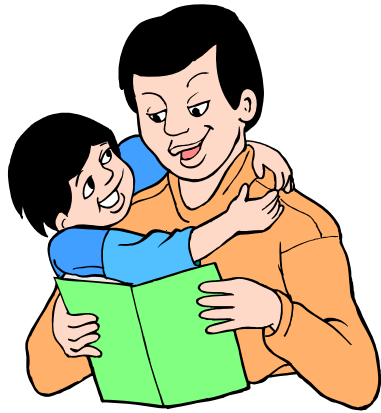


**Does it
sound
right?**

**Does it
look
right?**

Strategies That Work at Home

Discussions During Read Aloud That Develop Comprehension Strategies



Steps to Take With Preschoolers* and Beginning Readers

1. Choose engaging books.
2. Read aloud at least 15 minutes a night.
3. Use the suggested prompts below to guide children to make connections, visualize, and ask questions as you read aloud. Later you can add inferring, determining importance, and synthesizing.
4. Don't over do it. Just pick a few opportunities for discussion. You want to keep the flow of the story.

*Parents can share their connections, questions, etc. to model the thinking.



Making Connections

Linking the story to something you know or have experienced

- Tell me about a part of the story that reminds you of you.
- Tell me about a part that reminds you of another story.
- Tell me about a part that reminds you of the world.



Questioning

Digging deeper to keep yourself engaged

- Show me a part of the text where you had a question.
- Tell me what you were wondering about as you read this part.
- Show me where you asked, "Huh?". How did you clear up your confusion?



Visualizing

Painting a picture or running the movie in your mind

- Show me a place in the text where you made a picture in your mind.
- What specific language helped you use your senses within your visualization?
- How did the features (pictures and captions, tables, charts) help you? (nonfiction text)



Inferring

Revealing the meaning beyond the print

- Tell me what you think will happen next in the text. Why?
- Show me a place where you used what you already know and what the author told you to get a clearer picture of what is happening in the story.
- Show me a word that was new to you, or that you thought was used in an interesting way. What do you think that word means in this story?



Determining Importance

Cutting away the less important details to think about big ideas

- What is this piece mostly about? (nonfiction)
- Tell me about some important ideas that struck you. (nonfiction)
- Are there any important themes you noticed? (fiction, biography)
- What do you think is most important about the story? (fiction: characters, setting, problem, events, and solution)



Synthesizing

Considering information from different places to create a new idea

- Tell me what happened in just a few sentences.
- Show me a place in the story where your thinking changed. Explain how your thinking changed.
- Do you have any new ideas or information?