

Parent Resources to Support Reading Comprehension

Strategies for Expanding Meaning

Inferring	Definition: To arrive at a decision or opinion by reasoning from known facts or evidence.	Readers need to: Go beyond the literal meaning of a text to derive what is not there, but is implied.	Helps readers learn to: Construct thoughts about how characters behave, think, or react, or how the plot unfolds. Understands what is not stated but is implied.
Summarizing	Definition: To present the substance or general idea in brief form.	Readers need to: Put together information from the text and from personal, world, and text knowledge to create new understanding.	Helps readers learn to: Relate important ideas to each other. Deepen understanding of ideas and concepts by integrating new and prior knowledge and understanding “lived through” experiences from the text with personal experiences.
Synthesizing	Definition: To bring together parts or elements to form a whole.	Readers need to: Put together information from the text and from personal knowledge to create new understanding.	Helps readers learn to: Relate important ideas to each other. Expand personal understanding by incorporating “lived through” experiences from the text with personal experiences.

Talking about books and reading DAILY at home is an important part of your child’s expanded learning. Reading with comprehension is more than being able to answer simple, factual questions about a passage that has been read. It is important that parents can support the processes of INFERRING, SYNTHESIZING, ANALYZING and CRITIQUING at home.

The suggested questioning strategies on the reverse of this card can guide you in supporting the development of good comprehension skills at home.

We suggest that you engage in discussion about reading using some of these questions at least THREE TIMES PER WEEK.

Strategy:

Examples of questions for rich discussion:

INFERRING

(for a narrative text) Can you predict what is about to happen next? Why did you make that prediction? Can you point to something in the book that helped you to make that prediction? OR What do you already know that helped you make that prediction?

Why did (the character) do that?

What did the author mean by _____?

(Character name) must be feeling _____. Are there clues that help us to know that?

What's going to happen next?

What must have taken place before _____? Is there evidence in the story that helps you to know that?

What do you think that (character) meant by _____? ... felt about _____? ... thought about _____? ... will do about _____?

SUMMARIZING

In general, what is this story about?

What is the problem to be solved in this story? Is there a solution?

What has happened so far?

Who did what? What makes you think so?

What do you wonder about after reading so far?

What is the most important point in this story or passage?

SYNTHESIZING

Is there anything you understand in a new way from reading this story?

What ideas (or concepts, of feelings) are most interesting to you?

Why?

Does (a historical event or personal experience) make more sense after reading this?

What is something that you understand better after reading this?

What is confusing about this story or event?

What picture comes to your mind when thinking about how (character) _____?

What are the reasons that _____ happened?

Does this book make you think of anything that has happened to you?

Does this story remind you of anything else you have read?

ANALYZING

What things would make everyone like this book?

Describe the writing style of this author.

The author makes you feel as if you were there by _____.

What are some examples of rich, colorful, or great language that makes this a good passage to read?

What are the critical points in the plot? How does the story unfold?

CRITIQUING

Would people in your life act this way?

What is unbelievable about this text?

Should other kids read this? Why or why not?

What makes this (book, story, biography) authentic or real?

What important information is missing?

What would have made this story more interesting to read?

What parts of the story show the attitude of the author?

What are the words or phrases that you really liked? That made you feel?

Above information paraphrased from guiding Readers and Writers by Fountas and Pinnell, What Really Matters for Struggling Readers by Allington, and Mosaic of Thought by Keene and Zimmerman.

Websites for Recommended books for Children

Columbus Metropolitan Library

<http://www.cml.lib.oh.us>

<http://www.cmlkids.com>

<http://www.cml.lib.oh.us/greatreads.cfm>

International Reading Association: Children's Choices from 1998-2003

<http://www.reading.org/choices/>

Grade level reading lists recommended by teachers

<http://www.hedgehogbook.com>

California Department of Education K-12 Book List

<http://www.dce.ca.gov/ci/rl/l>

Children's Literature choices by age (2004)

<http://www.childrenslit.com/clc04.html>

**Summer Author List
For Students Entering
First Through Third Grades**

Summer 2004

Summer reading is an enjoyable experience designed to keep reading skills active. Our goal is for your child to read enjoyable material frequently during these summer weeks. Research has shown that the best way to improve reading skills is to READ – and the material being read should not be so challenging that the enjoyment of reading is quelled. The following is a list of **suggested** authors. Other authors that a child enjoys are certainly appropriate. Difficulty of reading levels varies from author to author and book to book.

Students should be prepared to share books they read during the summer.

Choose any books by the following authors:

Aardema, Verna	Frit, Jean	Minarik, Else
Adler, David	Gag, Wanda	Numeroff, Laura
Aliki	Galdone, Paul	Osborne, Mary Pope
Anno, Mitsumasa	George, Jean Craighead	Pallotta, Jerry
Asch, Frank	Gibbons, Gail	Parish, Peggy
Aylesworth, Jim	Giff, Patricia Reilly	Park, Barbara
Baylor, byrd	Graff, Stewart	Peet, Bill
Blume, Judy	Grahame, Kenneth	Peterson, John
Bond, Michael	Gutman, Dan	Pilkey, Dav
Brett, Jan	Henkes, Kevin	Polacco, Patricia
Bridwell, Norman	Hoban, Lillian	Potter, Beatrix
Brown, Marc	Hoban, Russell	Prelutsky, Jack
Brown, Margaret Wise	Hoffman, Mary	Rathmann, Peggy
Bunting, Eve	Hurwitz, Johanna	Roy, Ron
Burton, Virginia	Hutchins, Pat	Rylant, Cynthia
Carle, Eric	Johnson, Allen	Sachar, Louis
Catling, Patrick	Kasza, Keiko	Scieszka, Jon
Christopher, Matt	Keats, Ezra Jack	Sendak, Maurice
Cleary, Beverly	Kellogg, Steven	Seuss, Dr.
Cohen, Barbara	Kessler, Leonard	Shannon, David
Cole, Joanna	Kline, Suzy	Silverstein, Shel
Colver, Anne	Leedy, Loreen	Simon, Seymour
Conford, Ellen	Lionni, Leo	Sobol, Donald
Cooney, Barbara	Lobel, Arnold	Spier, Peter
Crews, Donald	London, Jonathan	Steig, William
Dahl, Roald	MacDonald, Betty	Stevenson, Augusta
Danzinger, Paula	MacLachlan, Patricia	Van Allsburg, Chris
Day, Alexandra	McCloskey, Robert	Waber, Bernard
De Paola, Tomie	McGovern, Ann	Warner, Gertrude
Delton, Judy	McKissack, Patricia	Wells, Rosemary
Egielski, Richard	McMillan, Bruce	Williams, Vera
Ehlert, Lois	Marshall, James	Wood, Audrey
Flack, Marjorie	Martin, Bill	Yolen, Jane
Fox, Mem	Mayer, Mercer	Zion, Gene
Freeman, don	McPhail, David	Zolotow, Charlotte
Frisbee, John		