WAYS I CAN HELP MY CHILD COMPREHEND WHAT HE/SHE HAS READ AT HOME (K-3):

PREDICTING ~ Your child(ren) need(s) to be able to predict what the story/chapter is about. Take some time to look at cover and “read the pictures” of the book. Look at the pictures and/or a few key words/phrases or (by the chapter in a chapter book). Predict together (or the predicting can be child(ren) driven) at least three key **reasonable** events that may happen in the story. To achieve mastery, your child(ren) need(s) to predict “at least 3 thoughtful predictions that go beyond the pages read aloud”. To achieve proficiency, your child(ren) need(s) to predict “at least 2 reasonable predictions that go beyond the pages read aloud”.

RETELLING: SEQUENCE OF EVENTS ~ Your child(ren) need(s) to retell the story, focussing on key events in the beginning, middle, and end of the story/chapter. Take time to pause and discuss events from the beginning, middle, and ending of the story/chapter. To achieve mastery, your child(ren) need(s) to include **all** important events from the beginning, middle, and end of the story/chapter. To achieve proficiency, your child(ren) need(s) to include most of the important events from the beginning, middle, and end, generally in sequence.

RETELLING: CHARACTERS AND DETAILS ~ Your child(ren) need(s) to work on remembering the main characters names (with appropriate pronouns) and important details regarding these main characters. Take time to discuss who are the major characters and explain why they are important to the story. To achieve mastery, your child(ren) need(s) to refer to all characters by name and include all important details. To achieve proficiency, your child(ren) need(s) to refer to most characters by name and includes some important details.

RETELLING: VOCABULARY ~ Your child(ren) need(s) to be able to use, know, and understand language and vocabulary from the text (story). Sometimes building vocabulary is necessary to help with comprehension. Take time to build vocabulary in your everyday life, as well as during the reading of a story/chapter. To achieve mastery, your child(ren) need(s) to use important language/vocabulary from the text and demonstrate a good understanding of key words and/or phrases. To achieve proficiency, your child(ren) need(s) to use language/vocabulary from the text and demonstrate a basic understanding of most of the key words and/or phrases.

RETELLING: TEACHER’S SUPPORT ~ Your child(ren) need(s) to be able to retell the important parts of a story **without** requiring probing, prompting or questioning for more information. Provide opportunities for your child to retell the story using their own language (and hopefully some vocabulary from the story). Work toward using little or no prompting/questioning as the story is retold. To achieve mastery, your child(ren) need(s) to be able to retell the story with no questions or prompting from the teacher. To achieve proficiency, your child(ren) need(s) to be able to retell the story with one or two questions or prompts.

INTERPRETATION ~ Your child(ren)need(s) to understand important text implications with some supporting details or rationale. Your child(ren) need(s) to understand ‘the bigger picture or theme’ of the story. For example, if you read a book about taking care of a puppy, and your child says the book was about a puppy, more work is needed. A more insightful ‘bigger picture or theme’ answer would be; it’s a lot of work to take care of a puppy because you have to feed it, walk it, train it, etc. To achieve mastery, your child(ren) need(s) to provide proof of an insightful understanding of important text implications with supporting details or rationals. To achieve proficiency, your child(ren) need(s) to provide proof of understanding of important text implications and may include supporting details.

REFLECTION ~ Your child(ren) need(s) to reflect on the story/chapter, using their own language, and link it to their own background knowledge. Once again, they need to be able to recognize ‘the bigger picture or theme’. Take time to form opinions about a significant character or event, and support that opinion with evidence from the text. To achieve mastery, your child(ren) need(s) to identify a significant event and gives reason(s) for their opinion that reflects higher level thinking. To achieve proficiency, your child(ren) need(s) to identify a significant event and give relevant reason(s) for the opinion.

WAYS I CAN HELP MY CHILD COMPREHEND WHAT HE/SHE HAS READ AT HOME (GRADE 4-8):

PREDICTION ~ Your child(ren) need(s) to be able to predict what the story/chapter is about. These predictions must be plausible, and make sense. They need to be able to ask good questions about the story. Your child(ren) should recognize when they found the answer(s) to their question(s) or when it’s time to change the questions. Before the start of the story/chapter, have your child(ren) saying/writing statements like: I predict…, I wonder what will happen next because …., a question I have/still have is …. To achieve mastery, your child(ren) need(s) to provide evidence of several thoughtful predictions and questions directly related to the text. To achieve proficiency, your child(ren) need(s) to provide evidence of reasonable predictions and questions related to the text.

SUMMARY ~ Your child(ren) need(s) to be able to summarize the key parts of the beginning, middle, and ending of the story, using their own language. Often, the focus is on the beginning of the story, with little or no emphasis in the middle or ending. Important characters (by name) and significant events from each section of the story/chapter need to be discussed. Avoid statements like, “and then” or “then this happened”. To achieve mastery, your child(ren) need(s) to provide evidence of an adept summary in their own language including important characters’ names and the most important events, details/vocabulary needs to be included. To achieve proficiency, your child(ren) need(s) to provide evidence of an adequate summary in their own language including important characters’ names, many of the important events, some details/vocabulary.

LITERAL COMPREHENSION ~ Your child(ren) need(s) to be able to answer questions based on events/information/characters directly from the story. If they don’t remember, go back and reread a section to find the answers. To achieve mastery, your child(ren) need(s) to provide important information from the text effectively and responds to questions (prompts) with supporting evidence. To achieve proficiency, your child(ren) need(s) to provide information from the text that accurately responds to questions (prompts).

INTERPRETATION ~ ~ Your child(ren)need(s) to understand important text implications with some supporting details or rationale. Your child(ren) need(s) to understand ‘the bigger picture or theme’ of the story. For example, if you read a book about taking care of a puppy, and your child says the book was about a puppy, more work is needed. A more insightful ‘bigger picture or theme’ answer would be; it’s a lot of work to take care of a puppy because you have to feed it, walk it, train it, etc. To achieve mastery, your child(ren) need(s) to provide proof of an insightful understanding of important text implications important with supporting details or rationals. To achieve proficiency, your child(ren) need(s) to provide proof of understanding of important text implications and may include supporting details or rationals.

REFLECTION ~ Your child(ren) need(s) to reflect on the story/chapter, using their own language, and link it to their own background knowledge. Once again, they need to be able to recognize ‘the bigger picture or theme’. Take time to form opinions about a significant character, event, or message (beyond the literal level) and support that opinion with insightful evidence from the text. To achieve mastery, your child(ren) need(s) to identify a significant message (beyond the literal level) or event and give insightful statements to support their opinion (that reflects higher level thinking). To achieve proficiency, your child(ren) need(s) to identify an important message or event and give relevant statements to support the opinion.

METACOGNITIVE AWARENESS ~ Metacognitive awareness is multi-facetted. It is linking new knowledge/concepts with prior knowledge/concepts. It is asking yourself questions (as you read). It is making connections with the text {such as text-to-text; text-to-self; text-to-world}. It is determining importance, inferring, and visualizing. These features help children build vocabulary and improve comprehension. To achieve mastery, your child(ren) need(s) to provide an effective explanation of the use of more than one metacognitive awareness strategy and provide explicit examples from the text. To achieve proficiency, your child(ren) need(s) to provide an adequate explanation of the use of one or more than one metacognitive awareness strategy and provide specific examples from the text.

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