










The logo for 'read conmigo' is written in a playful, rounded font. 'read' is in orange and 'conmigo' is in green.

Sponsored by

The logo for INFINITY Auto Insurance features the word 'INFINITY' in a bold, black, sans-serif font with a stylized 'I' that has a horizontal bar. Below it, 'Auto Insurance' is written in a smaller, black, sans-serif font.

HOW CAN I HELP MY CHILD WITH READING COMPREHENSION?

-  **Select a book from the library.** Before reading, look through the book and find words that your child may not know. Talk about the words with your child. Discuss the meaning of the word and give examples. For example: Ecstatic means, “Very, very happy and excited.” I was ecstatic on the day you were born. Can you think of a time when you were ecstatic?
-  **Start with the cover.** Read the title and look at the picture if there is one. Talk about what you already know about the topic, and try to make a connection with what your child already knows. For example, before reading the book *Animals are Unique Just Like You*, you can talk about what your child already knows about animals and what makes them unique. Activating this prior knowledge helps with reading comprehension.
-  **Help your child make connections with the text.** When reading *The Super Soccer Shoes* ask your child, “How would you feel if your teammate would not pass the ball to you?” or “When Carlos’ teammate scores a goal, does it remind you of the time your team won their soccer game?” In asking questions like this, you are encouraging your child to make a text-to-self connection.
-  **Encourage your child to make predictions while reading.** “What do you think will happen next? Let’s keep reading and see.”
-  **Stay away from yes/no questions.** Questions like “Why do you think Carlos did not want to pass the ball in *The Super Soccer Shoes*?” instead of “Was Carlos being selfish when he would not pass the ball?” The first question requires your child to think.
-  **Model what good readers do when they don’t understand what they are reading.** Think aloud or verbalize what you are doing. For example, “I’m not quite sure I know what this means in *Mr. Pip and the Only Tree*. I’m going to go back and re-read this part.”
-  **During and after reading, have your child retell or summarize the text.**
-  **Encourage your child to make a movie in his/her head while reading.** This strategy is known as mental imagery and help with reading comprehension. If you are reading a chapter book with limited pictures, stop periodically and share with your child how you are picturing the specific scene in the story and ask him/her to share with you.
-  **Children listen on a higher level than they read, so read aloud with your children every day.**

COMPREHEND

