



Fix-Up Strategies

“Does it click or clunk?”

Thoughtful readers check for understanding. They take the time to go back and check that they understand what they have read.

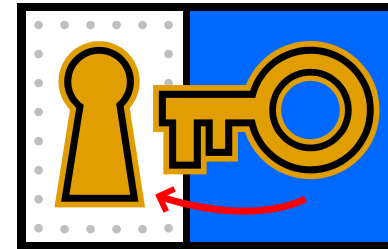
- *Read ahead.
- *Take notes when reading.
- *Write questions as you read.
- *Reread.
- *Help your child identify what he/she doesn't understand--a word, a sentence, an idea.

OTHER IDEAS:

- *Talk about the reasons we read (to make a cake, for fun, to find out the score to the game, for information...)
- *Encourage your child to think about WHY she/he is reading.
- *Create reasons to read.
- *Model, “I need to read this because...”
- *Reading should never be a boring chore.
- *Explain and model for your child how reading is a life skill and how you use it daily.

If all of this interests you, purchase the book! It is an interesting read and designed for parents and teachers.

Zimmerman, S. and Hutchins C. (2003) *7 Keys to Comprehension*. New York: Three Rivers Press.



The Seven Keys to Comprehension

By: Susan Zimmerman
And
Chryse Hutchins



Parent Guide



Colene Hoose Elementary
McLean County Unit #5



Visualizing

“A Motion Picture in the Mind”

If your child doesn't have a movie or pictures playing in his/her mind while he/she reads, it is a sign that there may be a breakdown in comprehension. Here are some ways you can help:

- *I am picturing...
- *My mental image is...
- *I can taste, smell, feel, hear, touch...
- *I can imagine...



Background Knowledge

“Making Connections”

Background knowledge enriches everything read. At school, we use terms such as Text to Text, Text to Self, and Text to World when referring to the type of connection that the child is making. Here are some ideas for at home:

- *Make predictions about the book BEFORE reading. What do you already know?
- *Share with your child what you think of while reading.
- *Ask your child, “Do you remember...” questions.



Questioning

“Why, What, Where, Who, and How”

Questions before, during and after reading help the reader to gain a better understanding. Here's how you can help:

- *Ask questions about the cover before reading.
- *Model the questions you have while you read.



Inferring

“Making Sense out of Words”

Thoughtful readers draw conclusions, make predictions, and form interpretations.

- *Use cartoons or comics. What, besides the words, makes the cartoon funny?
- *Play Twenty Questions with your child. He/she will have to use what they know to try to determine what you are thinking of.
- *I predict.....
- *My guess.....
- *Discuss riddles and poems together.



Determining Importance

“What matters most?”

“Information alone is meaningless. It has to be thought about, organized, and internalized, and then maybe you will end up with knowledge.” (p.123) How to help:

- *Ask your child why what is important.
- *Show your child how many nonfiction books are organized to show what is important. (Pictures, captions, subtitles, indexes, table of contents)
- *Model how you choose information that is important to you when making a decision.



Synthesizing

“What does it all mean to me?”

Thoughtful readers continually change their thinking in response to text. Readers ask, “What does it mean to me?” Things to try:

- *Ask your child what he/she thinks the book means.
- *Ask your child if his/her thoughts changed from the beginning of the book to the end of the book.