

## Supporting Your Child's Thinking Strategies

Research and practice in reading comprehension over the last ten years has focused on the thinking that good readers do while they are reading and how to teach all readers to engage in that kind of thinking. Below are some suggestions for how you can support your child's development of some of these effective reader strategies. An example from *The Rainbow Fish* follows each strategy description.

### Making Connections

Good readers make connections from the text they are reading to other texts and to their own experiences. You don't want to push this one by asking leading questions; it is more effective simply to model your own connections.

Key words: "It reminds me of..."

*The Rainbow Fish*: It reminds me of when X was acting like s/he was better than the rest of us at Y, so we just all went away and did something else.

### Making Predictions

Good readers constantly make predictions and then read on to see if their predictions are correct. Whether a prediction turns out to be correct or not is unimportant; good readers simply revise their thinking about the rest of the story and make new predictions.

Key words: "What do you think..."

*The Rainbow Fish*: What do you think the octopus might say?

### Making Inferences

Good readers "read between the lines" to make hypotheses about why characters speak and act the way they do; they infer characters' feelings and motivations.

Key words: "Why/How do you think..."

*The Rainbow Fish*: Why do you think the rainbow fish cried, "I can't do that!" when the octopus told him to give away his scales? Why do you think the rainbow fish changed his mind when the little blue fish asked for just one scale? Why do you think the rainbow fish became the happiest fish in the sea?

### Asking Questions

Good readers ask questions about what really puzzles them.

Key words: "I wonder..."

*The Rainbow Fish*: I wonder why the little blue fish came back.