

GOOD READERS at VHEC



BEFORE READING . . .

- Look at title, author, and picture.
- Think about what is already known about topic/story.
- Make predictions about the story before beginning to read.



WHILE READING . . .

- Understand why the book was selected for reading.
- Think about what the author is saying.
- Ask questions about the text and look for answers.
- Guess or predict what will happen next.
- Check predictions, revise them, and make new predictions.
- Make inferences (“read between the lines”).
- Re-read text that does not make sense.

Ask yourself, “*What do the words really mean?*”

- Figure out what a new word might mean:

using familiar words in the sentences

reading the rest of the passage for clues

- Re-tell part of the story to check for understanding.
- Create mental pictures of characters, setting, and events.



AFTER READING . . .

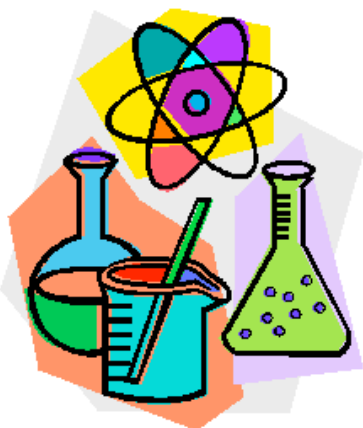
- Summarize the important parts of the text.

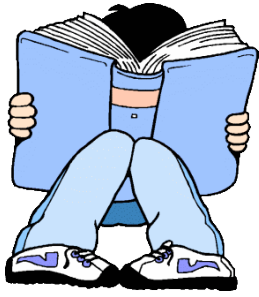
Strategies for Reading Expository Text

Expository text gives information about a topic. This genre of nonfiction explains ideas, gives directions, or shows how to do something.

Good readers . . .

- Look at the book's cover, title, and illustrations to determine the type of text they are about to read (narrative or expository).
- Use the cover, title, and illustrations to determine the topic of the text.
- Think about what they already know about the topic of the text.
- Use the features of expository texts to help them understand the topic.
- Look at the heading/chapter titles and think about what they will learn.
- Think about and predict the kinds of questions an author might ask.
- Notice the questions asked, and read the text in search of the answer.
- Add to and alter their previous knowledge of a topic as they read the text.
- Use highlighting techniques to note interesting and important information.
- Share and discuss the new information learned through reading the text in both oral and written form.





Questions to Ask Yourself as You Read

1. Do you like the characters? Why or why not?
2. Briefly describe the characters and the setting.
3. Are you similar to any characters in your story?
4. Have you ever been in a situation similar to events in your story?
If so, did you react the same or differently? Explain.
5. What are your feelings about what you've read today?
6. Are you surprised by what happened in your story today?
7. Are you enjoying your book so far? Why or why not?
8. Is there a lesson to learn from what you've read so far?
9. Describe the most exciting part (climax) of the story and how you felt about it.
10. How would your story change if the main character were a boy instead of a girl, or vice versa?
11. What is the significance of the story's setting?
12. Would you film this story in black & white or in color? Explain.
13. How is the main character different from you?
14. If you could design a new cover for your book, what would it look like?
15. If you could change the title of the story, what would it be?
Why?



Questions to Ask Your Child About the Material They Are Reading

1. What was the story about? (Main Idea)
2. All stories have a problem. What was the problem of the story? (Cause)
3. What was the solution for the problem? (Effect)
4. Who was in the story? Describe the characters. (Details)
5. Where did the story take place? (Setting)
6. What happened first, second, last? (Sequence)
7. Which parts of the story do you like best? Least? Why? (Critical thinking)
8. Which character do you like best/least? Why? (Critical thinking)
9. Think of someone who is similar to a character in your story. How are they alike? How are they different? (Compare/Contrast)
10. Write a summary of the book. (Synthesis)
11. On a scale of one (lowest) to five (highest), how would you rate this book? Explain. (Evaluation)



Comprehension Discussion

Setting

1. Where does the story take place?
2. Tell me what _____ (setting) was like.
3. Have you ever been to a place like this?
4. When the story take place? Long ago? In the future? Now?

Plot

1. Tell the main things that are happening in the story.
2. Were you able to predict what was going to happen in the end?
3. Can you think of another way your story might have ended?
4. What do you think was the best part of the story? Why?

Characters

1. Who are the main characters?
2. Do you like/dislike them? Tell me why,
3. Choose one character. Why is this character important in the story?
4. Do you know anyone like the characters in the story? Who?
5. Do any of the characters change?
6. Do any of the characters do things that you think are good/wrong? Tell me why.

Mood

1. How do you feel while reading the book? Why?
2. What was the funniest/saddest/most exciting part?
3. What do you remember most about the story?

Author

1. What do you know about the author?
2. What is the author trying to tell/teach you in this book?
3. What did the author need to know to write this book?
4. What does the author like or dislike? (people, places, behavior, feelings)

Style

1. What special words does the author use to help you see/hear/experience things in the story?
2. Tell about any pictures the author has left in your mind.
3. What do you like about the way the author has written the story?



My Reading Response

Name _____ Date you began book _____

Title _____ Number of pages _____

Author _____ Genre _____

Date _____ Chapter _____

When? _____

Where? _____

Who? _____

What? _____

Date _____ Chapter _____

When? _____

Where? _____

Who? _____

What? _____

Date _____ Chapter _____

When? _____

Where? _____

Who? _____

What? _____



Promoting Word Consciousness

Word consciousness is a curiosity about words and an appreciation of them. Adults with an extensive vocabulary also have an interest in words. To help your child develop word consciousness, you can:

- ✓ Use interesting words when talking with your child, explaining their meanings.
- ✓ Tell them about interesting words you heard or read recently and share why you like the words.
- ✓ Encourage your child to play word games with you, solve age-appropriate crossword puzzles, and watch educational television programs that will enrich your child's vocabulary,
- ✓ Read with and to your child. Choose materials on their interest level, especially those that are a little too difficult for them to read independently, Humorous poetry is a rich source of interesting words.
- ✓ Encourage your child to tell you about a word they heard or read today, and discuss how it is used. Remember that children understand explanations and examples of word use better than they comprehend dictionary definitions.
- ✓ Have different levels of dictionaries in your home so that you and your child can look up words together and discuss them. Be an example of someone who is always learning new words.
- ✓ ***And . . . remember to make all of these activities fun for your child!***