

YOUNG READERS

BUILDING READING COMPREHENSION IN 1ST to 3RD GRADE



Help your child enjoy *reading and understand what is read*.

A **Read-Aloud** is an instructional practice in which teachers and parents or caregivers read a book or other reading material out loud to children while occasionally and selectively pausing for conversation about what is written. Reading out loud is a great opportunity for adults to model strategies that good readers use to understand what was read. This is an instructional practice that anyone can do to help children build strong reading skills, an expanded vocabulary, and important critical thinking skills. A read-aloud is great for any child and it can occur in a child's home language or while learning English as a second language. A read-aloud allows all children to hear fluent and expressive reading while thinking and putting ideas together to form meaningful ideas.

Read-alouds are fantastic for modeling the joys of reading. Children are given the opportunity to share a wonderful reading experience with their parents or caregivers that enables them to build their comprehension through quality adult-child conversations.



Conducting a **Read-Aloud** at Home

- ✓ Set aside some time to read daily.
- ✓ Select a cozy area in your home (or outside) for reading together.
- ✓ Choose a book to read together in order to increase your child's interest in reading.
- ✓ Ask questions before reading the book to build anticipation for what may happen.
- ✓ Begin reading the book with expression.
- ✓ Ask your child to join in by repeating rhyming words, making hand gestures or sound effects at the appropriate time, or finishing sentences with you.
- ✓ During the reading, periodically stop to ask questions about what is happening in the book.
- ✓ After reading the book, ask questions about what happened in the book to check your child's understanding of what was read.

SKILLS FOR YOUNG READERS

READING COMPREHENSION is the ability to understand what is read.

For young readers this means not only knowing how to read the words, but figuring out what these words mean.

Comprehension skills include:

- Decoding what is read (sounding out new words)
- Making connections between what they read and what they already know
- Thinking deeply about what they have read

To learn more about the grade-level reading expectations for your child go to:

[English Language Arts Learning Standards for 1st Grade](https://www.nj.gov/education/cccs/2016/ela/g01.pdf)

<https://www.nj.gov/education/cccs/2016/ela/g01.pdf>

[English Language Arts Learning Standards for 2nd Grade](https://www.nj.gov/education/cccs/2016/ela/g02.pdf)

<https://www.nj.gov/education/cccs/2016/ela/g02.pdf>

[English Language Arts Learning Standards for 3rd Grade](https://www.nj.gov/education/cccs/2016/ela/g03.pdf)

<https://www.nj.gov/education/cccs/2016/ela/g03.pdf>

YOUNG READERS

BUILDING Reading COMPREHENSION 1ST – 3RD Grade



As your child progresses from first to third grade, he or she will learn comprehension strategies that all good readers use to understand what is read.



Essential Comprehension Strategies for First – Third Grade

PREDICTING

Predicting is your child’s ability to take information (e.g., title, headings, or pictures) from the book to guess what will happen in the story.

MAKING CONNECTIONS

Connecting is your child’s ability to link what was read with what he or she already knows about the topic or experience.

VISUALIZING

Your child creates a mental image in his or her mind of what is happening in the book.

ASKING QUESTIONS

Asking questions help your child engage with the book by setting a purpose for reading.

SUMMARIZING

Summarizing requires your child to determine what is important in the reading and restating it in his or her own words.

DETERMINING IMPORTANCE

This is your child’s ability to understand the main idea of what was read and realizing the author’s purpose.

INFERRING

Inferring requires your child to take the details from the book and combine it with his or her prior knowledge to determine a logical conclusion.

MONITORING COMPREHENSION

Monitoring requires your child to recognize when he or she does not understand what is read and takes the necessary steps to restore meaning.

ONLINE RESOURCES

- Getting the Most Out of Nonfiction Reading Time (English) <https://www.readingrockets.org/pdfs/edextras/55348-en.pdf>
- Getting the Most Out of Nonfiction Reading Time (Spanish) <https://www.startwithabook.org/sites/default/files/nonfiction-reading-time-es.pdf>
- Reading Aloud to Build Comprehension (English) <https://www.readingrockets.org/pdfs/edextras/12871-en.pdf>
- Reading Aloud to Build Comprehension (Spanish) <https://www.startwithabook.org/sites/default/files/readalouds-comprehension-es.pdf>
- Parenting Minutes: Reading with your Child <https://youtu.be/A0-366lFP8s> (video)

- Picture This! Using Mental Imagery While Reading (English) <https://www.readingrockets.org/pdfs/edextras/34430-en.pdf>
- Picture This! Using Mental Imagery While Reading (Spanish) <https://www.startwithabook.org/sites/default/files/mental-imagery-es.pdf>
- Reading for Meaning with Your Child <https://www.readingrockets.org/pdfs/edextras/29918-en.pdf>
- Active Read Alouds: Bring Nonfiction to Life https://www.youtube.com/watch?v=oi1FE67SH5o&feature=emb_title (video)
- Talking While You Read (Llama Llama and the Bully Goat) <https://www.youtube.com/watch?v=HtVdIHbpjyM> (video)

SAMPLE GUIDED QUESTIONS TO ASK BEFORE, DURING, AND AFTER READING

BEFORE READING ask one or two questions.

Question	Comprehension Strategy
What do you think this book will be about? Why do you think that?	Making predictions
What do you know about _____ (the topic of the book)? Does (topic) remind you of anything you know or have done?	Making connections
What are you wondering about as you look at the cover and back of the book?	Asking Questions

DURING READING occasionally pause to ask one or two questions. (You do not have to ask a question for every page that is read.)

Question	Comprehension Strategy
What do you think will happen next? How do you think the character will handle this situation?	Making Predictions
Why do you think (character's name)____ (fill in the blank with an action the character has done or a feeling the character is exhibiting)? How do you know? What must have happened here that the author did not tell us?	Making Inferences
What would you have done if you were (character's name)? Has anything like this happened to you? Does it remind you of something?	Making connections
What does the character/setting look like in your mind? What were you picturing in your mind as this page/paragraph was read?	Visualizing
Are you wondering about anything that has happened so far? Tell me the questions you are wondering about.	Asking Questions
Can you retell what we just read? What has happened to (character's name) so far?	Summarizing
Is this making sense to you? Do we need to reread that part? What does this word mean? Where did you stop understanding? How can we fix it?	Monitoring Comprehension
Do you think it will be important to remember this? Tell me why. What parts of what you read helped you predict what will happen next?	Determining Importance

AFTER READING ask one or two questions.

Question	Comprehension Strategy
What is the lesson you learned from the book? What does the author want you to think about?	Making Inferences
What are some questions you are still wondering about?	Asking questions
Tell me what happened in this book? Retell the most important events that happened at the beginning, middle, and end of this book.	Summarizing

Adapted from *Questions to Ask Your Student Before, During and After Reading*

<http://www.katvisd.org/campus/KDE/Documents/Before%20During%20and%20After%20Questions%20-%20ELA.pdf>



This document was created by staff at the New Jersey Department of Education, Division of Early Childhood Services, Office of Kindergarten to Third Grade Education. It is part of a model of home/school partnerships that complement the State's student learning standards.

The Division of Early Childhood Services acknowledges the term "parent" to indicate an adult who plays a legal and significant role in a child's life. This may include parents, stepparents, parents' partners, foster parents, grandparents, extended family caretakers, and others who regularly contribute in important ways to a child's education and development. When known, the term "parent" or the term "family" is used precisely. When referring to groups, or those who share responsibility for the well-being of a child, the use of both terms, "parent and family" is inclusive and more accurate.