

Supporting Your Child In Literacy Development - Session # 5



Thank you so much for taking the time to view this information. This is Session # 5 of 6 sessions that will be available to you via PDF or video tutorial. Each session will focus on a specific reading comprehension strategy and ways in which you can support your child at home.

This month I will be giving you information on Phase 5 of reading development (Independent Reading), how it begins, and what you will notice as your child develops. I will also focus on the specific reading comprehension strategy of Inferring and give you a list of simple practices and discussion prompts that may work for you and your family to support the development of your child. If you have any questions please don't hesitate to contact me via email at april.zakresky@psd.ca or call Prescott Learning Centre at **780-571-8079**.

Phase 5 of Reading Development (These are things you may have noticed as your child reads):

Phase 5 - Independent Reading:

- Can make inferences based on the information given by the author
- Can read and comprehend text that is abstract and not from personal experience
- Can make critical comparisons between texts
- Talks with others about interesting or difficult content
- Is able to justify their own interpretation of a text
- Can use basic research skills to pull information from text

Readers must master 5 fiction reading strategies to be truly competent at understanding what they read. These strategies by Adrienne Gear (Reading Power) include:

- Connecting
- Visualizing
- Questioning
- **Inferring**
- Transforming



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These 5 sessions will focus on each of these strategies by explaining what they are and how you as parents and guardians can support this development at home alongside teachers in the classroom.

Inferring:

Inferring is reading between the lines. Readers are able to pick out clues that the author has left or implied in order to figure out what the author means. There is a strong link between making connections and inferring. Students must have some personal connection in order to make an inference. For example, if a reader has no experience with how a person looks or acts when they are angry they would not be able to make an inference about a character who storms out of a room after they argue with someone. Making inferences when reading is the process of acting like a detective. The reader must use clues from the story as evidence to make an inference about the characters or the story. For example, If the text says the squirrel stole the picnicker's lunch. You could infer that the squirrel was hungry even though it was not explicitly stated.

So, how can you as parents and guardians help?

Simple practices and prompting statements to encourage inferring while reading at home:

- Describe the personality of one of the main characters. What clues did the author give to make you think this?
- Predict what will happen next. What makes you think this?
- Pick an event in the text and describe how you think the character felt about that event. What made you think this?
- Think back to questions you had while reading that were not answered by the text. Infer an answer to those questions.

Explaining one's reasoning and thinking is essential to making strong inferences

- I think.....because.....
- Although the author doesn't directly say it, I infer that....

Even if you ask one of these questions or prompts every time your child reads, you are helping to activate their inferring skills and enhance their reading comprehension skills.

Next month's session will focus on **Transforming** as a reading for understanding strategy.