south dakota DEPARTMENT OF EDUCATION

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READING tips

Welcome to the sixth addition of the Reading and Behavior Tips Newsletter created for families and caregivers of elementary students.

Each month you will find activities, tools, and strategies gathered from educators and leaders in their fields that you can do at home with your child. Enjoy and have fun!

Reading:



The fifth and final piece in the Science of Reading is comprehension. Children need to develop phonemic awareness, phonics, fluency, and vocabulary so they can reach the goal of understanding what they read. Good readers have a purpose for their reading, and they are actively interacting with the text, so it makes sense to them.

Over the next few months, we'll look at different strategies for improving text comprehension. The first one we'll talk about is the question-answer relationship (QAR) strategy and how to do it at home.

What is the question-answer relationship strategy?

The question-answer relationship (QAR) strategy will help your child understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," some answers require the "Author and You" to combine what the author says with the reader's experience, and that some answers can only be answered "On My Own," your child will recognize that they must first consider the question before developing an answer.

Why use the question-answer relationship strategy?

- It can improve reading comprehension.
- It teaches your child how to ask questions about their reading; it's a cognitive strategy skilled readers use.
- It helps them find the answers to their questions, whether it means locating a fact, drawing an inference, or connecting the reading to their own experience.
- It inspires your child to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

How to use the question-answer relationship strategy at home

There are many questions readers can ask themselves about their reading. One way to help your child find the answer is to help them think about what kind of question it is. Explain the four types of questions to your child. Then, after reading a passage together, you can both think of questions and answers for each type of question. Below is an explanation of each and some examples of words you could use to start the questions.

- **Right There Questions:** Tell your child that these are literal questions whose answers can be found in the text. Often, we have a clue to the answer because the words used in the question are the same words found in the text. You can ask your child simple questions like "How..." "What..." "Who..." "When..." "Where..." Model how to find the answer in the text and point to it.

- **Think and Search Questions:** Let your child know that this type of question can also be found in the text but sometimes it is in multiple parts. They need to collect information from different parts of the text and put it together to answer the question. Some nice words to start the questions may be "What caused..." "Find two examples of ..." "Compare and contrast..." This is another nice chance to model finding the answers by pointing to them in the text.

- **Author and You:** Explain to your child that to answer this type of question, part of the information will be found in the text and part of it will relate to their own experiences. Although the answer does not lie directly in the text, your child still needs to read or hear the passage to answer the question. You may create this type of questions by starting with "Predict what will happen ..." "What is the main idea of the story?"

- **On My Own:** Your child does not need to read the text or passage to answer this type of question. He/she will need to rely on their own background for the answer. "Have you ever..." or "How would you feel if..." are nice ways to start this type of question.

Behavior:

Let's talk about routines. Most children thrive when they have routines and structure. Schools set specific routines for students to follow during the day. This helps the students feel confident in what is coming up next and what is expected of them. Setting up routines and structure for your child(ren) at home can do the same while reducing arguments and stress for adults and children. Families can mimic school routines with their children and set up times for learning, chores, and play. The home schedule should be posted in a visible central place for all to see.

In a good routine, things happen in the same order each time and at the same time. Everyone knows what to expect for the day. Build a visual schedule by starting with routines you already have in place. Below are some ideas of routines you could include on your schedule:

Getting ready for school in the morning: get dressed, eat breakfast, brush your teeth, make your bed, feed the pet, fill your water bottle...

Getting ready for bed at night: lay out clothes for the next day, pack your backpack, brush your teeth, put on your pajamas, put your dirty clothes in the hamper, read a book together...

After school: eat a snack, free time for 30 minutes, do your homework, empty the dishwasher...

When you create your visual schedule, be sure to include events that don't happen daily but will still occur during the week or month such as shower time, dentist appointment, a visit to Grandma... The clearer the expectations for what will occur and the time of day they happen, the fewer disagreements there will be.

A consistent schedule with built in routines will help your child become more independent and develop healthy habits. Routines build a sense of belonging and togetherness by letting all family members know who should do what, when, and how often. Have fun building a schedule together.

We appreciate your feedback

Please fill out this quick survey to help us meet your needs.