

Raising Readers: Tips for Parents



Strategies to Support Comprehension

Adapted from: Elish-Piper L. (2009/2010). What Can I Do to Help My Child with Reading at Home? Simple, Effective Ideas to Share with Parents. *Illinois Reading Council Journal*, 37(4), 50-51.

Comprehension is the purpose for reading. To support comprehension development at home, teachers can share the 3-2-1 and Read, Cover, Remember, Retell strategies with parents.

The 3-2-1 strategy (Zygouris-Coe, Wiggins, and Smith, 2004) can be used with any nonfiction text (e.g., science textbook, social studies textbook, newspaper article, magazine article). Parents can ask children to share three things they discovered from reading the text, two things they found interesting and one question they still have about the text. Column to the right lists the steps for the 3-2-1 strategy. Even if parents have not read the text, they can talk with their children about the content of the text by using the 3-2-1 strategy.

3-2-1 Strategy

Three things I discovered;
Two things I found interesting;
One question I still have.

The 3-2-1 strategy can also be used to discuss a television program, movie or unit of study at school. For example, a parent could say, "Let's do 3-2-1 for your Social Studies unit at school. What are three things you discovered from this unit? What are two things you found interesting? What is one question you still have?" This strategy builds comprehension and provides an opportunity to review content. Parents can easily implement this strategy while helping their children with homework involving reading textbooks, studying for tests and even at the dinner table as they reflect on the school day.



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Read, Cover, Remember, Retell

Some parents may ask for suggestions to help their child while reading assigned texts at home. The Read, Cover, Remember, Retell strategy (Hoyt, 2002) can easily be used at home by parents and children. When using this strategy, children should read only about as much text as they can cover with their hand (usually no more than a paragraph). Next, they should cover that piece of text. Then, they should take a moment to remember what they read by thinking about it. If they can't remember the information, they can go back and take another look at the text. Finally, they retell the information they just read to a parent or family member. The steps are outlined to the right.

Read, Cover, Remember, Retell Strategy

READ only as much as your hand can cover.

COVER the words with your hand.

REMEMBER what you have just read. (It is okay to take another look).

RETELL what you just read inside your head or to a partner.

When parents start to use the Read, Cover, Remember, Retell strategy with their children, they can apply it consistently as they work through a piece of text, paragraph-by-paragraph. With more practice, children can retell the information in their own heads which will support their comprehension development.

References: Hoyt, L. (2002). *Make it real: Strategies for success with informational texts*. Portsmouth, NH: Heinemann.

Zygouris-Coe, V., Wiggins, M.B., & Smith, L.H. (2004). Engaging students with text: The 3-2-1 strategy. *The Reading Teacher*, 58, 381-384.

We're here to help

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