

Other problem-solving strategies

Students can use other strategies such as

- asking questions about the text
- looking for what is implied but not stated
- summarizing
- retelling the story “in your own words” without the text
- adding new knowledge to existing knowledge
- making judgements/forming opinions while reading
- reflecting on or thinking about the text

How to help your child

- Help your child remember and apply useful strategies.
- Encourage your child to talk about what he or she has read.
- Encourage your child to ask, “Does it make sense?”
- Talk to your child about connections between the text and his or her own experience.
- Show that you value your child’s efforts.

Let's talk about ...



Problem-Solving Strategies in Reading Grades 3–6



This pamphlet is part of a series to inform parents about the Nova Scotia Department of Education Public School Program for students in grades 3–6.

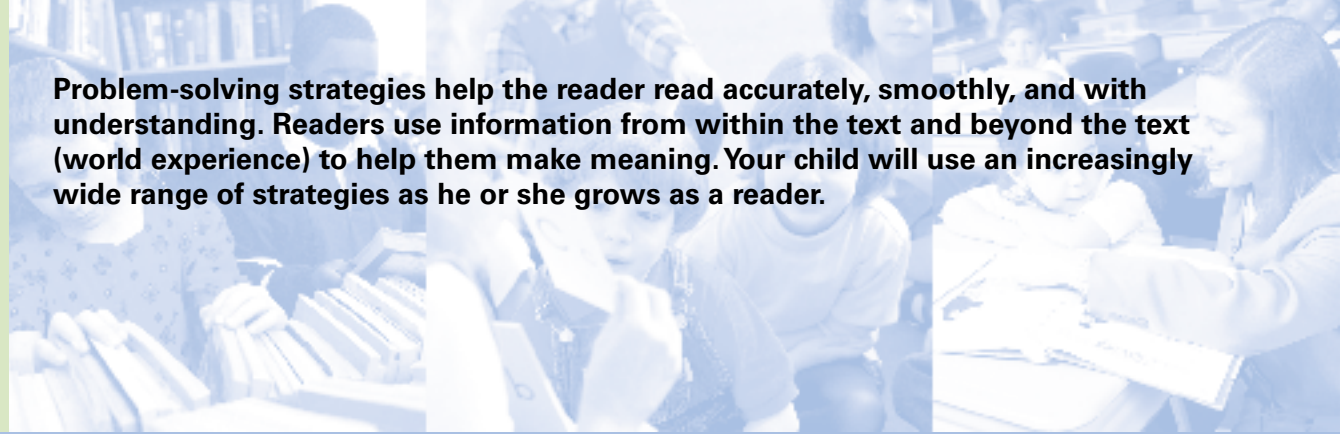
For more information, contact your child’s teacher.

The Atlantic Canada English language arts curriculum is shaped by a vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.

Let's talk about ...

Problem-Solving Strategies in Reading Grades 3–6

Problem-solving strategies help the reader read accurately, smoothly, and with understanding. Readers use information from within the text and beyond the text (world experience) to help them make meaning. Your child will use an increasingly wide range of strategies as he or she grows as a reader.



Accuracy

Accuracy in reading refers to reading each word without error. Even strong readers sometimes make errors, usually errors that do not interfere with meaning. Strong readers self-correct their errors or confirm the meaning of new words.

Some strategies for improving accuracy include

- looking for little words in big words (such as the words in “daylight”)
- looking for familiar word parts (such as “tion” in motion and information)
- looking for patterns (such as words that rhyme or sentences that start the same)
- sounding out words
- using reference tools (such as a dictionary or thesaurus)

Fluency

Fluency in reading refers to smooth phrasing, expressive intonation, and appropriate pace or rate.

Some strategies for developing and maintaining fluency include

- reading in meaningful chunks (reading groups of words that blend naturally in a sentence such as “we went to the ...”)
- watching for punctuation marks
- re-reading sentences, paragraphs, or entire texts
- adjusting rate when necessary (slowing down through difficult parts)
- listening to books on tape

Comprehension

Comprehension in reading refers to how well students understand the text.

Strategies for improving comprehension include

- using background knowledge and experience
- making connections to personal experiences, other books, and the world
- making pictures in your head (visualizing)
- predicting and confirming ideas and events
- identifying the most important information based on the purpose for reading

let's talk about ...