



## Fix-up Strategies (M. Trehearne)

### Tips for Parents

Effective “comprehenders” use **fix-up strategies** when they cannot readily understand what they are reading, hearing, or viewing. Not all children automatically use these strategies, though, so it’s important to know how to **identify** them, **model** them, and **teach** your child **how** and **when** to use them.

#### **Strategies:**

- \* **Skip** what is not understood and **move on**. *Clarification of the meaning may come as the child reads further in the text.*

- \* **Slow down or speed up**. *Slowing down when reading a difficult text sometimes helps children make more sense of their reading. Reading faster, to look ahead, sometimes gives the reader clues to the meaning of the text.*

- \* **Delay judgement** about what the text means. *When children keep reading, they may find that the writer fills in gaps in their understanding.*

- \* **Make an educated guess** about the meaning of the word, sentence, or paragraph that may be unclear. *By keeping these “hypothesized” meanings in mind as they read, children can determine if their guesses make sense.*

- \* **Reread** the sentence or an earlier part of the text. *Often, rereading text quietly aloud helps. By rereading a difficult sentence or a larger piece of previously read text, children may gain the information they need to incorporate the meaning of the new sentence.*

- \* Use **pictures, graphs, and charts** to help.
- \* Try to make a **mental picture** of what is happening.
- \* **Explain to someone else** what is understood so far.
- \* Consult a **dictionary, thesaurus, or another person** to help or clarify understanding.
- **Ask for help**, only as a **last resort**.

#### When to Use a Fix-up Strategy

*You know you need a fix-up strategy when ...*

- \* **the pictures inside your mind stop forming**
- \* **you cannot answer your own questions**
- \* **your mind wanders from the text; you read it, but are thinking about something else**
- \* **the page you are now reading has nothing to do with what you thought the text was about**
- \* **you cannot explain what you have just read**
- \* **characters appear and you cannot remember who they are**