

Skills for Comprehension Reading

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Abstract

Reading Comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and point of view, and draw inferences about the writer

Ability to comprehend text is influenced by reader's skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis actual events vs. narration of events, etc. as well as practicing deep reading People learn comprehension skills through education or instruction and some learn by direct experiences. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes".

There are specific characteristics that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences from methodical questioning & monitoring comprehension like: "Why is this important?" and "Do I need to read the entire text?" are examples of passage questioning.

Instruction for comprehension strategy often involves initially aiding the students by social and imitation learning, wherein teachers explain genre styles and model both top-down and bottom-up strategies, and familiarize students with a required complexity of text comprehension. After the contiguity interface, the second stage involves gradual release of responsibility wherein over time teachers give students individual responsibility for using the learned strategies independently with remedial instruction as required. The final stage involves leading the students to a self-regulated learning state with more and more

practice and assessment The teacher as reading instructor is a role model of a reader for students, demonstrating what it means to be an effective reader and the rewards of being one.

Key Words : Decoding ,Fluency, Vocabulary .Regulate learning, Cognitive Modeling, and Social Learning

Introduction

Initially most comprehension teaching was based on imparting selected techniques for each genre that when taken together would allow students to be strategic readers. However, from 1930s testing various methods never seemed to win support in empirical research.

Between 1969 and 2000, a number of "strategies" were devised for teaching students to employ self-guided methods for improving reading comprehension. In 1969 Anthony V. Manzo designed and found empirical support for the Re Quest, or Reciprocal Questioning Procedure in traditional teacher-centered approach due to its sharing of "cognitive secrets." It was the first method to convert fundamental theory such as social learning into teaching methods through the use of cognitive modeling between teachers and students.

Since the turn of the 20th century, comprehension lessons usually consist of students answering teacher's questions or writing responses to questions of their own, or from prompts of the teacher. This detached whole group version only helped students individually to respond to portions of the text and improve their writing skills. In the last quarter of the 20th century, evidence accumulated that academic reading test methods were more successful in assessing rather than imparting comprehension or giving a realistic insight. Instead of using the prior response registering method, research studies have concluded that an effective way to teach comprehension is to teach novice readers a bank of Practical Reading Strategies or tools to interpret and analyze various categories and styles of text.

Reading comprehension

Reading comprehension is the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. There are Seven essential skills for reading comprehension: Decoding, Fluency, Vocabulary, Sentence Construction and Cohesion, Reasoning and background knowledge, and Working memory and attention

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure, , and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart

Comprehension levels are observed through neuron imaging techniques like functional magnetic resonance imaging are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative levels tests indicating this approach activates situation and spatial processing.^[15] In general, studies have found that reading involves three overlapping neural systems:

networks active in visual, orthography-phonology and semantic functions however, these neural networks are not discrete, meaning these areas have several other functions as well. The Brock's area involved in executive functions helps the a reader to vary depth of reading comprehension and textual engagement in accordance with reading goals

Glossary

Reading comprehension and Glossary are inextricably linked together. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means while skimming a reading material. It has been shown that students with a smaller vocabulary than other students comprehend less of what they read. It has been suggested that to improve comprehension, improving word groups, complex vocabularies such as or words that have multiple meanings, and those with figurative meanings like idioms, similes, collocations and metaphors are a good practice

Andrew argues that teachers should give out topic related words and phrases before reading a book to students, teaching includes topic related word groups, synonyms of words and their meaning with the context, and he further says to familiarize students with sentence structures in which these words commonly occur **Andrew** says this intensive approach gives students opportunities to explore the topic beyond its discourse - freedom of conceptual expansion. However, there is Incidental Morphemic analysis of words - prefixes, suffixes and roots - is also considered to improve understanding of the vocabulary, though they are proved to be an unreliable strategy for improving comprehension and is no longer used to teach students.

Some people think of the act of reading as a straightforward task that's easy to master. In reality, it's a complex process that draws on many different skills. Together, these skills lead to the ultimate goal of reading: reading comprehension, or understanding what's been read.

Reading comprehension can be challenging for kids for lots of reasons. Whatever the cause, knowing the skills involved, and which ones your child struggles with, can help you get the right support.

Here are six essential skills needed for reading comprehension, and tips on what can help kids improve this skill.

1. Decode

Decode is a vital step in the reading process. Kids use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills.

Decoding relies on an early language skill called **phonemic awareness**. Phonemic responsiveness lets kids hear individual sounds in words It also allows them to play with sounds at the word and syllable level.

Decoding also relies on connecting individual sounds to letters. For instance, to read the word *sun*, kids must know that the letter *s* makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward "sounding out" words.

2..Phonological Awareness: Most kids pick up the broad skill of phonological awareness naturally, by being exposed to books, songs, and rhymes. But some kids don't. In fact, one of the early signs of reading difficulties is trouble with rhyming, counting syllables, or identifying the first sound in a word. The best way to help kids with these skills is through specific instruction and practice. Kids have to be taught how to identify and work with sounds. You can also build phonological awareness at home through activities like word games and reading to your child.

3. Confidence

To read fluently, kids need to instantly recognize words, including ones they can't sound out. Fluency speeds up the rate at which they can read and understand text. It's also important when kids encounter irregular words like of and the, which cannot be sounded out. Sounding out or decoding every word can take a lot of effort. Word recognition is the ability to recognize whole words instantly by sight, without sounding them out. When kids can read quickly and without making too many errors, they are "fluent" readers. Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension.

4. Sentence Structure And Unity

Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called cohesion. But these skills are important for reading comprehension as well.

Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.

5. Interpretation and Surroundings Knowledge

Most readers relate what they've read to what they know. So it's important for kids to have background or prior knowledge about the world when they read. They also need to be able to read between the lines" and pull out meaning even when it's not literally spelled out.

Take this instance: A child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The child can use that background knowledge to make inferences and draw conclusions.

Your child can build knowledge through reading, conversations, movies and TV shows, and art. Life experience and hands-on activities also build knowledge.

Expose your child to as much as possible, and talk about what you've learned from experiences you've had together and separately. Help your child make connections between new knowledge and existing knowledge. And ask open-ended questions that require thinking and explanations.

You can also read a teacher tip on using animated videos to help your child make inferences.

6. Functioning Reminiscence and Awareness

These two skills are both part of a group of abilities known as executive function. They're different but closely related. When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading. The ability to self-monitor while reading is also tied to that. Kids need to be able to recognize when they don't understand something. Then they need to stop, go back, and re-read to clear up any confusion they may have.

7. Ways To Improve There are many ways you can help improve your child's working memory. Skill builders don't have to feel like work, either. There are a number of games and everyday activities that can build working memory without kids even knowing it.

To help increase your child's attention, look for reading material that's interesting or motivating. For example, some kids may like graphic novels. Encourage your child to stop and re-read when something isn't clear. And demonstrate how you "think aloud" when you read to make sure what you're reading makes sense.

8. More Ways to Assistance Reading

When kids struggle with one or more of these skills, they can have trouble fully understanding what they read. Find out how to tell if your child has difficulty with reading comprehension.

Learn about what can cause trouble with reading in kids. Keep in mind that having reading difficulties doesn't mean a child isn't smart. But some kids need extra support and encouragement to make progress.

Conclusion : As used above includes LLC, and their officers, affiliates, parents, and related entities, and their respective employees, contractors, or other personnel. It helps to students more in future days no doubt.

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