READING COMPREHENSION

Dr.Y.L.Srinivas

WHAT IS COMPREHENSION?

Comprehension is the ability to understand

--- Be familiar with a situation, facts etc.

One has to be a good and active reader to comprehend effectively.

In post-Independent India, conformism to the received wisdom is the key to "glory" in social sciences/historical studies, and deviation leads to guillotine. **Ramachandra Guha** is fully conscious of this truism. His book, **Makers of Modern India**, deals with 19 mainly well-known, and a few lesser-known, personalities; many of them were titans of our national resurgence

Headline : India stands for a united , rich and strong Nepal: PM Modi

Sub-head : Offers support to his counterpart's vision of a land and water linked nation

I paragraph of the report:

Prime Minister Narendra Modi on Friday said India supported a united, prosperous and strong Nepal as he strongly backed his Nepalese counterpart's vision to transform the land locked Himalayan nation into a land and water linked country

THE QUALITIES OF A GOOD READER

- From the outset they have clear *goals* in mind for reading.

- They constantly *evaluate* whether the text, and its reading of it, is meeting their goals.

- Good readers typically *look over* the text before they read, noting such things as the *structure* of the text and text sections that might be most relevant to their reading goals.

- As they read, good readers frequently *make predictions* about what is to come.

Good readers

- They read *selectively*, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.

- Good readers *construct, revise, and question* the meanings they make as they read.

THE QUALITIES OF A GOOD READER

- Good readers try to determine the meaning of *unfamiliar words and concepts* in the text, and they deal with inconsistencies or gaps as needed.

- They draw from, compare, and *integrate their prior knowledge* with material in the text.

- They think about the *authors* of the text, their style, beliefs, intentions, historical milieu, and so on.

Good reader

- They *monitor their understanding* of the text, making adjustments in their reading as necessary.

- They *evaluate the text's quality and value*, and react to the text in a range of ways, both intellectually and emotionally.

Prediction as a technique.

"Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions."

Think-aloud.

- Another proven instructional technique for improving comprehension is think-aloud.

- As its name implies, think-aloud involves making one's thoughts audible and, usually, public—saying what you are thinking while you are performing a task, in this case, reading.

Summation.

The ability to summarize information requires readers to sift through large units of text, differentiate important from unimportant ideas, and then synthesize those ideas and create a new coherent text that stands for, by substantive criteria, the original.

- **Rule 1: Delete unnecessary material.**
- **Rule 2: Delete redundant material.**
- **Rule 3: Compose a word to replace a list of items.**
- **Rule 4: Compose a word to replace individual parts of an action.**
- **Rule 5: Select a topic sentence.**
- **Rule 6: Invent a topic sentence if one is not available.**

Questions/questioning

- No comprehension activity has a longer or more pervasive tradition than asking people questions about their reading, whether this occurs before, during, or after the reading

- Using a technique called QARs (Question-Answer-Relationships)

Question and answer relation

- (1) *Right There* QARs were those in which the question and the answer were explicitly stated in the text,

- (2) *Think and Search* QARs had questions and answers in the text, but some searching and inferential text connections were required to make the link, and

- (3) *On My Own* QARs were those in which the question was motivated by some text element or item of information, but the answer had to be generated from the participants prior knowledge.
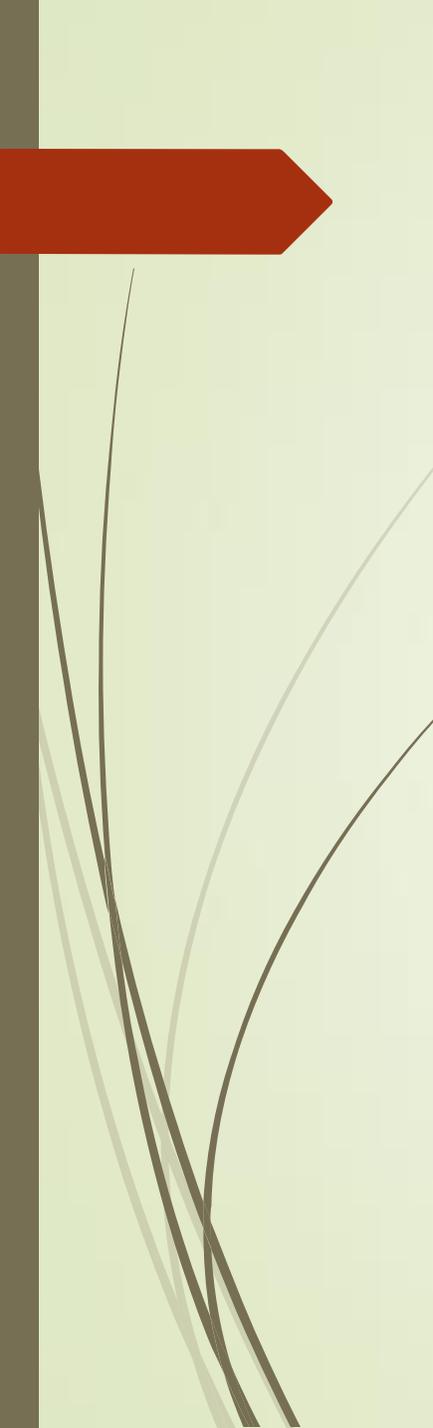
In order to comprehend better----

❖ identify purpose for reading

❖ preview texts before reading

❖ make predictions before and during reading

❖ activate relevant background knowledge for reading

❖ think aloud while reading

❖ use text structure to support comprehension

In order to comprehend better----

❖ create visual representations to aid comprehension and recall

❖ determine the important ideas in what you read

❖ summarize what you read

❖ generate questions for text

❖ handle unfamiliar words during reading

❖ monitor their comprehension during reading