Comprehension Skill

BY PROF. SHAHID ISLAM

Abdul Mueed | Communication & Presentation Skills | August 21, 2021

Introduction to Comprehension Skills

Definition:

Reading comprehension is the ability to process text understand its meaning and to integrate with what the reader already knows.

Example of comprehension skill that can be applied to all reading situation:

- Summarizing
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusion
- Self-questing
- Problem solving
- Relating background knowledge

These are also known as reading strategies.

o Reading Strategies:

Reading strategies is the broad term used to describe the planed and clear action that help the readers translate print to meaning. Strategies improve reading comprehension skills.

o Summarizing: (Important)

This is the ability to delete irrelevant details, combine similar ideas and connect major themes in concise statement. We can summarize the material in the form of diagrams or in writing. Summarizing helps us integrating the central ideas of material in meaningful way.

Use of summary

We can use a summary in the classroom to:

- o Summarize an entire book.
- o Summarize a lesson or lecture.
- o Summarize an educational video clip.
- o Summarize any concept.
- o Summarize a section of text.

Method of summarizing:

We try to find keywords and phrases. To summarize, we must read the passage of given material. We should focus on the central idea of the passage. Students should determine the main idea of passage and what is important and finally put it in their own words.

o Sequencing

Sequencing refers to identification of components of story such as beginning middle and end. It is also refers to the ability to retell the events within a given text in the order in which they occurred.

Purpose of Sequencing:

Sequencing / Lesson sequencing:

Lesson sequencing is the process of organizing several lesson plans that will be taught consecutively.

Purpose of lesson sequencing:

The purpose of lesson sequencing is to create smooth transition between lessons in order to meet the objective of unit pans.

The purpose of lesson sequencing is to achieve optimal learning outcome.

Steps to implement story sequencing:

- o Select a text that has a clear sequence of events: beginning, middle, end.
- o Inform students before the reading that they will be working on their sequencing skill. This will help them to focus on steps of story.
- o After the reading, have students write down certain events that occurred during reading
- o Have them put these event in order. Student can write about the story sequence in a journal.

o Inferencing:

Inferencing is often described as making a logical guess or reading between the lines. Reader makes inference when they are able to take their own experiences and combine them with information, they gather from what they read.

Steps to implement inferences:

Assign a reading to students pose these questions with students for discussion:

- I. What is my inference?
- II. What information did I us to make inference?
- III. How was good my thinking?
- IV. Do I need to change my thinking?

Use: We use inferencing,

- i. Before reading
- ii. During reading

o Compare and Contrast:

Compare and contrast is a text structure where the similarities and difference of two or more things are explored.

Comparing:

Comparing means to look for similarities and difference.

Contrasting:

Contrast means to look for only difference.

Example:

Apple and orangs are both fruits, which means they have seeds inside of them. Each has skin, but orang skins are thick. Apple skins are thinner.

Here are some words that indicate the compare and contrast organizational pattern: like, unlike, both, neither, similar, different.

Reason for students to develop their comparative thinking skill:

i.   Compare and contrast type questions develop higher order thinking skill.
ii.   Answering compare and contrast questions helps students to focus closely in the details of text.

o Drawing conclusion

Drawing conclusion is using information that is implied to make meaning out of what is not clearly stated.

Method of Draw Conclusion:

In order to draw effectively readers need to:

i.   Consider what the already know from their own experiences.
ii.   Gather all the information that the author has given them.

Purpose of Drawing conclusion:

i.   A conclusion contains a summary of the result of an experiment.
ii.   In the statement of conclusion scientists discuss any error that were made in procedure.
iii. It explains the result supported the original hypothesis.

o Self- Questioning:

A self-questioning reading strategy is a set of steps that students follow to think, generate, about, predict, investigate, and answer to the questions.

Importance:

Poor students approach reading with passive experience. Self-questioning helps the poor student to become a good student in reading strategy.

Method of Self-Questioning

Each student should be able to reflect on three main questions:

    i.   **A Right Now Question:**
        A right now question focus on the martial presented.
   ii.   **An Analytical Question:**
        An analytical question requires students to ponder over what they have learnt.
  iii.   **A Research Question:**
        "A research question" encourages the students to look for new information about text.

o Relating / Activating background knowledge

Research has shown that better comprehension occurs when students are engaged in activities that bridge their old knowledge with new.

Importance of activating background knowledge:

This strategy helps students to connect the current reading to their already existing knowledge and make the new reading more stimulating and engaging.

o Critical Reading (SQ3R method)

SQ3R is reading comprehension method named for its five steps:

    I.   Survey
   II.   Question
  III.   Read
  IV.   Recite
   V.   Review and it is also known as critical reading.

    We can apply this strategy in following ways.

Survey: (Purpose / Importance)

First, we should take few minutes to scan the entire text pay attention to the chapters, sections, graphs, pictures and word in bold.

In general, this gives information about the content of the text. This gives foundation for understanding the text.

Question:

Ask yourself questions about the text that you scanned during the previous step(survey).

You cab turn chapter titles into question. Write down the questions, ask yourself what goal your is for reading text. And in this way pose more questions.

Read:

Read the text with full attention. Read actively, write down additional question, while you are reading. Take your time for the more complicated parts of the text. Give less attention to unimportant information. This will also information. This will also help you in reading effectively.

Recite:

Repeat in your own words what you have read. Explain what you have read. You can also do this in your imagination. Making a summary (about your have read) in your own words provide extra support.

Review:

Read all the relevant parts of the text again look at your notes paying extra attention to the text you found difficult.

> ➤ After following these five steps you will have actively read a text and you will be better able to remember and explain.

o Difference b/w fact and opinion:

✓ **Opinion**: An opinion is based on belief a viewpoint. Opinions can't be verified and proven.

e.g., summer evening is nicer than winter evening.

Fact: a fact is based upon truthness. A fact can be verified with evidence.

e.g., the river which flows through London is called the Thames.

✓ **Mood:** Mood is felling you get while reading a story. This could be happiness, sadness darkness, loneliness or excitement.
To describe mood, you should think about the setting and language of text.

✓ **Tone:** Tone is the author's attitude towards subject. The tone can be identified by looking at word's choices and phrases.

o Finding the main idea:

Three strategies that will help us to finding main idea:
i.   Look for general versus specific ideas
ii. Use the topic to lead you to the main idea
iii. Use the key words that lead you to main idea

Short Question about Comprehension Skill

i.   Define comprehension skill.
ii.   Write the name of strategies that can e applied on all reading situations
iii. What is reading strategy?
iv.   Define summarizing. How we can use summary in classroom.
v.   What is lesson sequencing?
vi.   What is purpose of a lesson sequencing?
vii. In what way, you cab sequence the events?

viii.   Define inference.
 ix.   What is difference b/w comparing and contrasting?
  x.   What is self-questing reading strategy?
 xi.   What is method for self-questioning?
xii.   Define "SQ3R" method.
xiii.   Write down difference b/w fact and opinion.
xiv.   How can you find the main idea of given text?
 xv.   How does schema help in comprehension?