

# ASSIGNMENT :- Reading And Reflecting on Text

Topic → Components and Levels of Reading,  
Comprehension (Lexical, Interpretive,  
Applied and affective).

SUBMITTED

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# INTRODUCTION

Reading comprehension is the act of understanding what you are reading. Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes, phonics and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of other two elements of the process. At the same time, it is the most difficult and most important of the three.

Many scholars has given the definition of reading comprehension **Dr. Kimberly (2014)** has listed the following definitions of reading comprehension.

1. Reading comprehension is a process in which information from the text and the knowledge

possessed by the reader act together to construct meaning.

2 It is the ability to decode printed text and recognize and understand words. Word recognition is the foundation of reading.

3 Reading comprehension is the process of constructing meaning through the dynamic interaction among:

- i) The reader's existing knowledge
- ii) The information suggested by the text being read.
- iii) The context.

4 Reading Comprehension as an interactive process occurs largely within a socio-cultural context that shapes and is shaped by the reader's background knowledge and experience, purpose for reading, information available in the text and the activity or context in which the reading occurs.

5 It is the intentional thinking during which meaning is constructed through interactions between the text and the reader.

6. Group of K-12 leaders has given a comprehensive definition of reading comprehension.

"It is a dynamic process, in which information from the text and knowledge possessed by the reader interact to enable the reader to construct meaning before, during and after reading."

In this way, we can define "Reading Comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

## LEVEL OF READING COMPREHENSION

Reading comprehension is the ability to easily and efficiently read text for meaning. It is the last step of the reading process taught to children, after they had learned

phonics, fluency and vocabulary.

Levels of Reading Comprehension can be taught to children.

# 1 LEXICAL COMPREHENSION

Lexical comprehension centres around the understanding of key vocabulary words found in the reading material.

- \* It preview vocabulary before reading the story or text.
- \* Review new vocabulary during or after a text.

Example of Lexical Comprehension Questions →

- 10 → what does 'enchanted' mean?
- 20 → what words are most like 'enchanted'. Magical or funny? scary or special?

## LITERAL COMPREHENSION →

Literal Comprehension focuses on answering the who, what, when and where of the story e.g. what happens when the clock struck twelve?

It involves the processing of factual explicit stated information.

- \* Recall or recognition of main ideas
- \* Detail sequences of events
- \* Comparison
- \* Character traits
- \* Causes and effect relationship explicitly stated in a story are example of literal level of comprehension tasks.

Example of Literal Comprehension Questions.

Q → who was the girl who lost glass slipper?

Q → where did Cinderella go to live at the end of the story?

# 7. INTERPRETATION

## COMPREHENSION

It prompts a reader to wonder 'what', 'if' or why. It gives answers to the questions what, if, why and how by inferring information from the text  
e.g. → How did Pumpkin turn into a carriage?

\* understands 'facts' that are not explicitly stated in the story.

\* Illustrations may help to infer meaning.

Example ⇒ what would have happened to Cinderella if she hadn't lost her slipper?

# READING COMPRE- HENSION SKILLS

For reading comprehension many skills are needed  
There are given here.

1. Getting the Main Idea → The main idea is what the passage is about. In paragraph, it is often contained in the first sentence. In longer passage, the main idea may be in the title, chapter heading proposed solutions to problems or in concluding statements.

Example → To explain this, let us take an example -

Jupiter is largest planet in our solar system with a diameter of approximately 142,000 km which is 11 times that of Earth's diameter. Saturn is second largest planet with a diameter of 120,000 km. Uranus is the third and Neptune the fourth largest planets with



diameter 51,000 km and 49500 km respectively. The Earth and Venus are similar in size with diameter of approximately 13,000 km.

Main idea of the Passage → 'The relative size of planets in our solar system'.

2. Identifying Cause & Effect → Cause & Effect is about how events relate to one another. This is indicated by the words like - because, as a result, due to.

3. Identifying Fact & Opinion → There is difference between 'fact' and 'opinion'.

Fact can be varied from other sources. Opinion is personal judgement and is often expressed by comparison (least, strongest)

Example → Following examples explain the difference

Monet was the founder of French impressionist painting (Fact)

Monet was the brilliant artist of his time (Opinion)

4 Making Inference → Information is not clearly stated but implied by the context

Example → Take the sentence →  
He grabbed his raincoat and umbrella and ran from the house.  
The inference is that it is raining or it might rain.

# CONCLUSION

It is generally seen that the teachers spend very little time actually to teach children how to understand what they said and read. Very less instructional time is devoted to the teaching of reading comprehension. This situation is not good for comprehension reading.

Researches by Dymock and Nicholson (2010) has shown that reading comprehension instruction to children. They have supported strategies as the most critical keys for focussed instruction.

1. Activating their knowledge
2. Questioning
3. Analysing text structure
4. Creating mental or visual images
5. Summarizing.

Also comprehension instruction is most effective when there is a great deal of text focused dialogue among students. Multiple comprehension strategies are also important.

Hence, key of successful instruction is delivering carefully structured learning activities that support children when they are developing the ability to use multiple comprehension strategies to understand what they read.

Reading is multifaceted process that develops only with the practice. There are certain aspects of reading such as fluency and word recognition which can be learned in few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process.