

Assignment Of Reading & Reflecting On Text

Topic => Components & levels
of Reading

Submitted

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Reading for Comprehension

Introduction: A simple definition of reading is that it is a process whereby one looks at and understands what it has been written. The key word is 'understand'. Merely reading aloud doesn't count as reading. Comprehension is the term used for understanding and interpretation of what is read. One big part of comprehension is having a sufficient vocabulary or knowing the meanings of enough words. Readers who stop comprehension are able to draw conclusions about what they read - what is important, what is fact, what causes an event to happen and which characters are funny.

Meaning ⇒ It is the ability to read text, process it and understand its meaning. It 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. This is the last component of the act of reading is reading comprehension. It can't occur independent of other two elements of the process.

Definitions:

Acc. to Tompkins, 2011, "Comprehension is a 'creative, multifaceted process' dependent upon four language skills: phonology, syntax, semantics and pragmatics"

Acc. to Dr. Kimberly (2014), "Reading Comprehension is a process in which information from the text and the knowledge possessed by the reader are brought together to construct meaning"

Levels of Reading ⇒

Lexical Comprehension



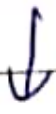
Literal Comprehension



Interpretation Comprehension



Applied Comprehension



Affective Comprehension

- ① First level (Lexical Comprehension): ⇒ Lexical comprehension centers around the understanding of key vocabulary words found in the reading material.
- ② 2nd level (Literal Comprehension): ⇒ Literal Comprehension focuses on answering the who, what, when and where of the story e.g. 'What happened when the clock struck twelve?'
- ③ 3rd level (Interpretative Comprehension): ⇒ Interpretative Comprehension 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?'
- ④ Applied Comprehension: ⇒ With applied comprehension, the reader uses background information to form opinions.
E.g. 'Do you think Lella was wrong for going to the fair after her mother told her she couldn't?'

- (5) 5th level (Affective Comprehension) ⇒ When readers understand the emotional and social aspects of a story, they are utilizing affective comprehension. Without this type of comprehension, readers can easily get lost in the words and fail to understand the plot.
 Eg: ⇒ 'How did Seela feel when she went to live at the castle?'

* Strategies for reading Comprehension ⇒

- (1) Activating ⇒ In order to recall relevant prior knowledge and experiences from long term memory, in order to extract & construct meaning from text.
- (2) Searching and selecting ⇒ Searching a variety of sources in order to select appropriate information to answer questions, define words and terms.
- (3) Questioning ⇒ Engaging in learning dialogues with text, peers and teachers through self-questioning, question generation and question answering.

④ Monitoring and Clarifying: → Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining so one is comprehending the text combined with the ability to clarify and fix-up and mix-up.

③ Infering: → Bringing together what is spoken in the text, what is unspoken in the text and what is already known by the reader in order to extract and construct meaning from text.

⑥ Summarizing: → Restating the meaning of text in one's own words - different from those used in original text.

⑦ Visualizing and Organizing: → Constructing a mental image or graphic organizer for purpose of extracting and constructing meaning from text.

⑧ Metacognition: It is defined as 'thinking about thinking'. Good readers use metacognitive strategies to think about and have control over their reading.

(i) Before reading, readers might clarify their purpose for reading.

(ii) During reading, they might monitor their understanding and adjust their reading.

This piece of article is taken from 'The Tribune'
is published on the date 28 February 2020.

Impressions

(iii) After reading they check their understanding of what they read.

(9) Make connections: Making connections is at the heart of reading comprehension. Strategic readers should be able to use what they know, so that it can be connected with what they are reading.

Conclusions: Reading is a multifaceted process that develops only with practice. Monitor the understanding of their context, sequence of characters etc.

Jaspreet Singh

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