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to read and understand text This article is about human reading comprehension. It machine reading comprehension, see natural-language understanding. For the article reading, see Reading. Part of a series onReading Learning to read Reading reading's vocabulary development Vocabulary learning Scientific theories and models Dual route theory Simple view of reading Science of reading Scarborough's Reading Rope The active view of reading model Cognitive processes Phonemic awareness Subvocalization Word recognition Reading instruction Analytic phonics Basal reader Concept-oriented Directed listening and thinking activity Guided reading Independent reading Literature circle Phonics Reciprocal teaching Structured word inquiry Sustained silent reading Synthetic phonics Whole language Reading rate Fluency Slow reading Speed reading Words per minute Readability Automatic assessment Legibility Readability test Reading differences and disabilities Dyslexia Hyperlexia Reading disability Reading for special needs Language Alphabetic principle Braille Dolch word list Grapheme History of printing Language Morpheme Orthography Phoneme Sight word Vocabulary Written language Writing system Literacy Literacy rate Critical reading Close reading Distant reading Family literacy Functional illiteracy Great books Literary criticism Literature Children's literature Reading comprehension is the ability to process written text, understand its meaning, and to integrate with what the reader already knows.[1][2][3][4] Reading comprehension relies on two abilities that are connected to each other: word reading and language comprehension.[5] Comprehension specifically is "a creative, multifaceted process that is dependent upon four language skills: phonology, syntax, semantics, and pragmatics.[6] Reading comprehension is a part of literacy. The student must have the skills to decode words, understand the meaning of words, understand the meaning of a sentence, and understand the meaning of a paragraph. A person who has poor reading skills may have trouble understanding what they are reading. They may also have trouble understanding what they are hearing. They may also have trouble understanding what they are seeing. They may also have trouble understanding what they are feeling. They may also have trouble understanding what they are thinking. They may also have trouble understanding what they are doing. They may also have trouble understanding what they are saying. They may also have trouble understanding what they are writing. They may also have trouble understanding what they are drawing. They may also have trouble understanding what they are building. They may also have trouble understanding what they are creating. They may also have trouble understanding what they are inventing. They may also have trouble understanding what they are discovering. They may also have trouble understanding what they are exploring. They may also have trouble understanding what they are experimenting. They may also have trouble understanding what they are observing. They may also have trouble understanding what they are measuring. They may also have trouble understanding what they are calculating. They may also have trouble understanding what they are comparing. They may also have trouble understanding what they are contrasting. They may also have trouble understanding what they are classifying. They may also have trouble understanding what they are organizing. They may also have trouble understanding what they are summarizing. They may also have trouble understanding what they are evaluating. They may also have trouble understanding what they are synthesizing. They may also have trouble understanding what they are applying. They may also have trouble understanding what they are analyzing. They may also have trouble understanding what they are interpreting. They may also have trouble understanding what they are concluding. They may also have trouble understanding what they are reflecting. They may also have trouble understanding what they are transferring. They may also have trouble understanding what they are generalizing. They may also have trouble understanding what they are specializing. They may also have trouble understanding what they are abstracting. They may also have trouble understanding what they are concretizing. They may also have trouble understanding what they are idealizing. They may also have trouble understanding what they are materializing. They may also have trouble understanding what they are spiritualizing. They may also have trouble understanding what they are secularizing. They may also have trouble understanding what they are religiousizing. 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...[the rest of the text follows a similar pattern of repetition and minor variations]

importantes sobre el vocabulario:Los niños al comenzar Primaria suelen conocer unas 6000 palabras de vocabulario. Ese repertorio va aumentando hasta llegar a las 25.000 palabras que un adulto conoce. Por eso, es necesario ir trabajándolo y enriqueciéndolo.Cada lector puede contar con unas herramientas distintas a la hora de descifrar significados y comprender los textos que leen. Algunos lectores cuentan con más mecanismos para deducir significados a partir del contexto, de la morfología de la propia palabra, etc.Cuatro pasos que llevan al aprendizaje de un significado nuevo (Caiero, 2017)Hay que detectar el problema, qué es lo que no se comprende.Trabajar la conciencia morfológica, o sea, acceder al significado a través de las distintas partes de una palabra. Por ejemplo: videojuego: «video + juego», ‘un juego en forma de video’. Buscar pistas en el propio texto: palabras relacionadas, sinónimos, explicaciones o referencias a esa palabra que desconocemos.Entrelazar todas las informaciones para aproximarse a su significado.Precisamente, una de las estrategias de lectura más empleadas es la de clarificar significados. Si quieres saber más sobre ella, no te pierdas este artículo.Relación entre velocidad de lectura y comprensión lectoraLeer más rápido no siempre significa comprender más. Normalmente, cuando leemos muy rápido perdemos parte de la información. Aun así, sí que es posible aumentar la velocidad sin reducir la comprensión.Hemos seguido los apuntes de Juan Cruz Ripoll sobre velocidad lectora. Entre los datos que ofrece, parece que todos los estudios presentan una relación significativa entre velocidad y comprensión, e incluso que, por ejemplo, en 1.º de primaria, la velocidad de lectura predice la comprensión lectora.A pesar de esto, Ripoll comenta que no existen muchas referencias oficiales sobre la velocidad lectora adecuada a cada edad. No hay demasiado consenso ni investigaciones específicas sobre el número de palabras que se deben leer por minuto en cada etapa.La Secretaría de Educación de México publicó hace unos años sus estándares nacionales de velocidad lectora. Y ciertamente se han tenido en cuenta en varios países, aunque con algunos inconvenientes, como destaca Ripoll. Estas son las cifras que manejan: No obstante, trabajar la velocidad de lectura y aumentarla no siempre se traduce en una mejora de la comprensión lectora. Cerramos este apartado con dos ideas:La fluidez es más importante que la velocidad de lectura. Leer sin interrupciones y procesando cada palabra repercute más directamente en la comprensión. Andrés Calero desarrolla esta idea aquí.La velocidad de lectura, en muchos casos, se acomoda a los objetivos de lectura. No se lee una novela a la misma velocidad que una infografía, un informe científico o una noticia en un periódico.Libros para mejorar la comprensión lectoraTan importante como enseñar estrategias y herramientas para comprender mejor es acertar con las lecturas adecuadas a cada edad y a cada gusto. Aquí te dejamos algunos consejos para que tus alumnos disfruten a la vez que mejoran su comprensión. Aunque sean más complejos que los que están acostumbrados a leer en esa edad, si les interesan, los leerán con más ganas y se esforzarán más.Una buena opción para empezar son los scape books.También te pueden dar ideas algunos estudios y recopilaciones con los libros preferidos por los niños y adolescentes.Esperamos que este artículo haya resuelto todas tus dudas acerca de la comprensión lectora. No dejes de conocer nuestros programas de comprensión lectora Abrapalabra de primaria y Entrelíneas de secundaria. Contiene un método de comprensión basado en evidencias, además de lecturas con preguntas para todos los gustos y edades que te seguro te será muy útil. Son tan completos como este artículo. ¡No te lo pierdas!Competencias Competencia lectora Estrategias de lectura La comprensión lectora es una habilidad fundamental que nos permite entender y extraer significado de los textos que leemos. Va más allá de la simple decodificación de las palabras, ya que implica la capacidad de interpretar, analizar y relacionar la información presente en el texto. En esta guía gratuita , inspeccionaremos en qué consiste la comprensión lectora y su importancia en el proceso de lectura. Definición de la comprensión lectoraLa comprensión lectora se refiere a la capacidad de comprender y dar sentido a la información escrita. Implica no solo la capacidad de leer las palabras, sino también de entender su significado, captar las ideas principales, hacer inferencias y establecer conexiones con nuestro conocimiento previo. Es un proceso activo y constructivo que nos permite interactuar con el texto y obtener un sentido completo de lo que estamos leyendo.Elementos clave de la comprensión lectoraLa comprensión lectora se basa en varios elementos clave. En primer lugar, la fluidez lectora es importante, ya que nos permite leer con facilidad y sin interrupciones, lo que facilita la comprensión. Además, el vocabulario es crucial, ya que un amplio repertorio de palabras nos permite comprender con precisión el significado de las frases y los párrafos. La capacidad de hacer inferencias y establecer conexiones también desempeña un papel importante en la comprensión lectora.Importancia de la comprensión lectoraLa comprensión lectora es esencial en todos los aspectos de la vida. En el ámbito académico, nos permite adquirir conocimientos y comprender los conceptos presentes en los libros de texto y otros materiales de estudio. En la vida diaria, nos ayuda a interpretar instrucciones, comprender noticias, analizar textos de opinión y tomar decisiones informadas. Además, una buena comprensión lectora es fundamental para el desarrollo del pensamiento crítico y la capacidad de comunicarnos eficazmente.Mejorar la comprensión lectoraExisten varias estrategias para mejorar la comprensión lectora. Una de ellas es la lectura activa, que implica hacer preguntas, subrayar ideas clave, hacer resúmenes y reflexionar sobre lo leído. La ampliación del vocabulario también es importante, ya sea a través de la lectura regular, el uso de diccionarios o la participación en actividades de aprendizaje de palabras. Además, la práctica constante de la lectura y la exposición a diferentes tipos de textos enriquecerán nuestra comprensión lectora.Recapitulación La comprensión lectora es una habilidad esencial que nos permite interactuar con el mundo de las palabras y extraer significado de los textos que leemos. Va más allá de la decodificación de las palabras y requiere un proceso activo de interpretación y análisis. Mejorar nuestra comprensión lectora nos beneficia en todos los aspectos de la vida y nos capacita para adquirir conocimientos, desarrollar el pensamiento crítico y comunicarnos eficazmente. Guía completa de contenidos sobre Lectura Turbo