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Ability to read and understand text This article is about human reading comprehension. For machine reading comprehension, see natural-language understanding. For the article on reading, see Reading. Part of a series on Reading Learning to read Reading readiness Vocabulary development 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 Comprehension Phonological 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 Sight word Vocabulary Written language Writing system Literacy rate Critical reading Close reading Distant reading Family literacy Functional illiteracy Great books Literary criticism Literature Children's vte 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. Some of the fundamental skills required in efficient reading comprehension are the ability to:[7][8][9] know the meaning of words, understand the meaning of a word from a discourse context, follow the organization of a passage and to identify antecedents and references in it, draw inferences from a passage about its contents, identify the main thought of a passage, ask questions about the text, answer questions asked in a passage, visualize the text, recall prior knowledge connected to text, recognize confusion or attention problems, recognize the literary devices or propositional structures used in a passage and determine its tone, understand the situational mood (agents, objects, temporal and spatial reference points, causal and intentional infections, etc.) conveyed for assertions, questioning, commanding, refraining, etc., and determine the writer's purpose, intent, and point of view, and draw inferences about the writer (discourse-semantics). Comprehension skills that can be applied as well as taught to all reading situations include:[10] Summarizing Sequencing Inferring Comparing and contrasting Drawing conclusions Self-questioning Problem-solving Relating background knowledge Distinguishing between fact and opinion Finding the main idea, important facts, and supporting details. There are many reading strategies to use in improving reading comprehension and inferences, these include improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.), and practising deep reading.[11] The ability to comprehend text is influenced by the readers' skills and their ability to process information. If word recognition is difficult, students tend to use too much of their processing capacity to read individual words which interferes with their ability to comprehend what is read. Some people learn comprehension skills through education or instruction and others learn through direct experiences.[12] Proficient reading depends on the ability to recognize words quickly and effortlessly.[13] It is also determined by an individual's cognitive development, which is "the construction of thought processes". There are specific characteristics that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences from methodical questioning & monitoring comprehension.[14] Instruction for comprehension strategy often involves initially aiding the students by social and imitation learning, wherein teachers explain genre styles and model both top-down and bottom-up strategies, and familiarize students with a required complexity of text comprehension.[15] After the contiguity interface, the second stage involves the gradual release of responsibility wherein over time teachers give students individual responsibility for using the learned strategies independently while refining instruction as required and this helps in error management. The final stage involves leading the students to a self-regulated learning state with more and more practice and assessment. It leads to overlearning and learned skills will become reflexive or "second nature".[16] The teacher as reading instructor is a role model of a reader for students, demonstrating what it means to be an effective reader and the rewards of being one.[17] Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves inferential processing, where we encode the meaning of a word based on its context and previous knowledge, and inferential neural pathways of activation are used to connect concepts and understand complex sentences. Inference was first identified by Carl M. Crandall and Robert S. Logio.[18] Comprehension levels of text are measured using techniques like functional magnetic resonance imaging (fMRI). fMRI is used to determine the specific brain regions involved in sentence-level comprehension, suggesting a shared reliance on conceptual processing and word recognition. These scans also showed an enhanced temporal activation during narrative levels, indicating this approach activates situation and spatial processing.[19] In general, neuroimaging studies have found that reading involves three overlapping neural systems: networks active in visual, orthography-phonology (angular gyrus), and semantic functions (anterior temporal lobe with Broca's and Wernicke's areas). However, these neural networks are not discrete, meaning these areas have several other functions as well. The Broca's area involved in executive functions helps the reader to vary depth of reading comprehension and textual engagement in accordance with reading goals.[20][21] Reading comprehension and vocabulary are inextricably linked together. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means while skimming a reading material. It has been shown that students with a smaller vocabulary than other students comprehend less of what they read.[22] It has also been suggested that to improve comprehension, improving word groups, complex vocabularies such as homonyms or words that have multiple meanings, and those with figurative meanings like idioms, similes, collocations and metaphors are a good practice.[23] Andrew Biemiller argues that teachers should give out topic-related word groups, synonyms of words, and their meaning with the context. He further says teachers should familiarize students with sentence structures in which these words commonly occur.[24] According to Biemiller, this intensive approach gives students opportunities to explore the topic beyond its discourse - freedom of conceptual expansion. However, there is no evidence to suggest the primacy of this approach.[25] Incidental morphemic analysis of words - prefixes, suffixes and roots - is also considered to improve understanding of the vocabulary, though they are proved to be an unreliable strategy for improving comprehension and is no longer used to teach students.[26] Vocabulary is important as it is what connects a reader to the text, while helping develop background knowledge, their own ideas, communicating, and learning new concepts. Vocabulary has been described as "the glue that holds stories, ideas, and content together...making comprehension accessible".[27] This greatly reflects the important role that vocabulary plays. Especially when studying various pieces of literature, it is important to have this background vocabulary, otherwise readers will become lost rather quickly. Because of this, teachers focus a great deal of attention to vocabulary programs and implementing them into their weekly lesson plans. Initially most comprehension teaching was that when taken together it would allow students to be imparted through selected techniques for each genre by strategic readers. However, from the 1930s testing various methods never seemed to win support in empirical research. One such strategy for improving reading comprehension is the technique called SQ3R introduced by Francis Pleasant Robinson in his 1946 book Effective Study.[28] Between 1969 and 2000, a number of "strategies" were devised for teaching students to employ self-guided methods for improving reading comprehension. In 1969 Anthony V. Manzo designed and found empirical support for the Re Quest, or Reciprocal Questioning Procedure, in traditional teacher-centered approach due to its sharing of "cognitive secrets". 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They vary according to the challenges like new concepts, unfamiliar vocabulary, long and complex sentences, etc. Trying to deal with all of these challenges at the same time may be unrealistic. Then again strategies should fit to the ability, aptitude and age level of the learner. Some of the strategies teachers use are: reading aloud, group work, and more reading exercises.[citation needed] A U.S. Marine helps a student with reading comprehension as part of a Partnership in Education program sponsored by Park Street Elementary School and Navy/Marine Corps Reserve Center Atlanta. The program is a community outreach program for sailors and Marines to visit the school and help students with class work. In the 1980s, Annemarie Sullivan Palincsar and Ann L.

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 describir 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 (Calero, 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 lectora. Leer más rápido no siempre significa comprender más. Normalmente, cuando leemos muy rápido perdimos parte de la información. Aun así, si 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.<sup>º</sup> 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 repercuten 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 lectora Tan importante como enseñar estrategias y herramientas para comprender mejor es acercar las lecturas adecuadas a cada edad y a cada gusto. Aquí te dejamos algunos consejos para que tus alumnos disfruten 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 estirarán más. Una buena opción para empezar son los escape books. También te pueden dar ideas algunos estudios y recopilaciones con los libros preferidos por los niños y adolescentes. Esperamos que este artículo haya resultado todo lo que esperabas acerca de la comprensión lectora. No dejar de conocer otras partes de comprensión lectora. Abrapalabra de Edimilia y Fátima y Breve guía de selección. Contiene un periodo de consulta básica y algunas ideas adicionales de lecturas recomendadas para todos los gustos y edades que te parecerán de utilidad. Son tanto artículos como videos complementarios. Complementa tu conocimiento de Estrategias de lectura. La comprensión lectora es fundamental para poder 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 interactuar 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 lectora. La 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 lectora. La 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 los significados 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 lectora. La 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 lectora. Existe 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