



**Fundamental Unit**

**Level: First Year LMD.**

**Credits: Coefficient: 4.**

**Learning Hours: 4 hours 30mn per week**

**Title: Reading (Compréhension et Expression Ecrite)**

**Period: Semesters 1**

**Prepared by BOUGUERNI Abdelmadjid**

## Lesson 2 : Introduction to Reading Comprehension

- 1) Reading and reading comprehension,
- 2) Stages of the reading process,
- 3) Reading strategies

### 1. READING AND READING COMPREHENSION

Educators divide *reading* into two skills: *decoding* and *comprehension*. When a student looks at those odd characters on a surface, does he understand that they form words, and can he say the words? If he can, he has learned to decode. When he says the words, can he understand what the words mean? Also, does he understand (comprehend) what information they convey? If he can, he has learned comprehension

Understanding has degrees. What you understood now is qualitatively different from your comprehension as a child, and it will be so in the future. Also comprehension is also determined by your ability to read and the extent of your vocabulary

Reading comprehension is the ability to read a book, an essay, or non-fictional article and then be able to answer questions about the topic. That means being able to understand what you have read and retain that information in a manner that gives you a level of understanding of the subject material

What you read will also dictate how you approach the text. A novel can be scanned over merely to find out what comes next, or studied in depth to understand such things as historical attitudes, manners, social standing etc(Jane Austen) for example.

## **2. Stages of the reading process,**

### **Step 1: Preview the Text**

The first thing we want to train our students to do is to preview the text **BEFORE** they start reading. When they take time to preview the text it warms up their brains and gets them thinking about what they will experience while they are reading...

We want our students to know that no matter what type of text they are reading, they should take a few minutes to do the following

- ask yourself three questions: **What is the purpose of the text?** For example, is it to entertain, inform, explain, or persuade? **How useful is it?** Is it relevant, accurate, impartial, current – or not worth reading? **What are you reading it for?**
- Notice the title (what is this text about? what might I learn in this text?)
- Study the cover and the illustrations (what clues might the author be giving me? what might I expect or anticipate to happen?)
- Look for illustrations or text-features in the text (can I start thinking about this topic or this story in a way that will help me understand it better?)
- Is there a description written on the back of the book or an excerpt written at the top of the article? (are there any clues the author is leaving me that will help me understand the text on a deeper level?)

### **Step 2: Activating Background Knowledge**

Activating background knowledge is simply thinking about any previous knowledge or experience that we can connect the text to. We want our students to access **ALL** of their background knowledge before they begin reading because it will help lay the foundation for this reading experience. If students have **SOME** background knowledge they can apply to a reading experience, they will be a lot more likely to understand and enjoy what they are reading

### **Step 3: Read and Think**

This is the bulk of the reading process. Students should spend most of the time reading, but we also need to make sure that students know that reading is thinking, and both should be happening simultaneously. It's not uncommon for students to read... and then forget everything they read. This is why it's important that they understand reading and thinking go hand in hand. It can be helpful to give students an idea of the type of thinking they should be doing while reading. Typically students should be encouraged to **ask questions** while they are reading.

#### **Step 4: Respond to Reading**

Anytime students read, we also want them to respond in some capacity. Responding to a text is part of how we personalize and internalize what we read. It's important for students to realize that **responding to our reading** can happen in a variety of ways. Students can respond by:

1. Organizing their thoughts in a graphic organizer
2. In writing – either in a reading journal, a summary, or simply using a stop-and-jot sticky note
3. discussing what they read – talking can be just as effective as writing when it comes to responding.

#### **Step 5: Evaluate and Reflect**

This can be part of the response process or a separate step. Some prompts for reflecting on reading can be:

- What is my opinion about the book/text?
- Did I enjoy reading about the story/topic?
- Did I fully understand what this text was about?
- Did I like the genre?
- Did I enjoy reading from this author?
- Would I read another book by this same author?

## **3. Reading strategies**

The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it and make it their own.

### ***1. Control Your Reading Environment***

To give yourself the best chance of reading effectively, always think about where and when to do it. For example, in bed, shortly before going to sleep, reading for pleasure might be a good way to relax your mind. But it's likely not the best time or place for in-depth study! So, schedule difficult reading tasks when your brain is at its best.

### ***2. Using Prior Knowledge/Previewing***

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

### ***3. Predicting***

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

### ***4. Visualizing***

Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

### ***5. Read around to define new words***

Readers are always going to come across new words. Teach students to read around new words. When they come to a word they don't know:

- Stop and reread the sentence/ words before and after it
- Think of a potential synonym for the new word.
- If it does not make sense check a dictionary or ask a peer.

## ***6. Read with Expression/ Reading Aloud***

The next strategy to implement is to **use their voices when reading**. If students read a sentence with an exclamation point at the end, they should read it in an excited voice. If they read a sentence with a question mark at the end, they should use an interrogative voice. This takes very little instruction and practice, but it helps your students understand what they are reading better by engaging in the text. This can drastically improve their comprehension skills and help them build fluency.

## ***7. Conducting Discussions***

When we discuss a text we've read, we better understand it, see new things in it that we hadn't noticed, gain insights into the writing process, and hear different perspectives on what it is saying. Discussions are a way to assess the student's understanding and help them understand texts more completely.

**PRACTICE : Read the text on the handout N :01 to apply the steps of the reading process then do the following activities.**