COMPREHENSION MONITORING: A KEY TO MANAGING POOR READERS

by:
Meliza C. Marigmen
Teacher II, Pita Elementary School

Poor readers present a special challenge to the classroom teacher. Usually, between the ages of 5 and 6, most youngsters begin to read. Early readers need to learn more than the sounds of letters and that individual letters grouped together to form words. As they learn to read, they also need to learn how to understand what they are reading. Reading without comprehension or understanding is not reading. When children learn to read a simple story, they need to learn how to understand what is happening in the story, with the characters and how the set fits in. Without comprehension reading is frustrating. Poor readers don't have sufficient awareness to develop, select and apply strategies. While learners who develop the ability to comprehend what they read has an effect on their entire lives. Comprehension takes the learner to a replacement level of active understanding and insight.

When learner comprehends, they interpret, integrate and analyze. When comprehending, learners strive to process text beyond word level to the big picture. Many children can pronounce words fluently but when asked what they have read, they are unable to respond. There are steps that teachers become purposeful active readers. And this is the so-called comprehension monitoring. First is the pre-reading, it is the collecting and defining vocabulary terms from the text that will assist pupils in understanding words that may interrupt their reading. It can also increase their vocabulary. Second, during reading, teachers can guide pupils' interaction with the text by asking questions about literary elements. Asking the proper questions allows good readers to specialize in the foremost important information during a test. Lastly, post-reading in here the pupils will summarize what they have read. It is an effective strategy that can take many different forms.
It is also important that pupils read regularly because it can lead to increase significantly their listening comprehension, active use of language and decoding skills.

Success is dependent on educational programming that is suited to the pupils’ individual strengths, needs, and learning characteristics. Teachers should always be reminded that an important aspect of learning to read is understanding to use strategies to aid comprehension.

References:

Reading Strategies or Comprehension Monitoring Strategies?
Yu-Fen Yang

The Key to Comprehension: Teaching Reading Strategies
Posted January 25, 2017 | Education
https://online.seu.edu/articles/teaching-reading-strategies/

Effective Interventions for Struggling Readers