LEARN TO READ AND COMPREHEND THEN LEARN

by:

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Reading is one of the fundamental skills which are taught in elementary in order to build a strong foundation of learning. It is very necessary for a pupil to learn how to read for this gives him the head start to understand and be proficient in all areas of development. All learning areas begin with a text. As one moves to next grade level, subject becomes more difficult. More reading is expected and required so he can adapt or catch up with the dense of discussions. Meanwhile reading is not enough without understanding. It may be compared to eating without digesting and getting the nutrients that one must and needs to get. The true measure of reading ability should be based in the level of comprehension skills.

Sad to say, poor reading comprehension skills is one of the huge problems Philippines faces in the present time. Pupils may pronounce the words clearly or finish reading the text at a very short period of time but fail to understand what they have read as reflected by their scores in a comprehension check-up test. It only means that we have to make a move at this point in time before it is too late.

According to Dole et al. (1991), in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sub sequentially build toward comprehension ability. Having mastered these skills, readers are viewed experts who comprehend what they read.

If all learners will be equipped with the complete skill set in reading, they will be holistic and responsive learners. Bearing this in their minds and hearts, teachers should lay the solid bedrock of reading skills among their pupils as young as they are. Moreover,
successors must provide the continuity of practice so the skill will improve and match as expected to the grade and age level of learners. They should develop excellent readers who are independent and ready enough to climb to the next step of the ladder and suit up with the expected challenge of denser learning.

References:


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