

## READING COMPREHENSION: ITS VALUE AND MERIT

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Regardless of the subject area, whether it be languages, sciences, or even mathematics, reading is crucial, and acts as a critical foundation for learning. Reading is an essential life ability, as exhibited by the necessity to read materials like signages and other meaningful banners in daily life. It makes the brain healthier by stimulating the mind. Additionally, reading creates innovative and strengthened neural connections, and is a focus-demanding activity. When children engage in reading frequently, they learn to sit down and stay silent for a progressively more extended amount of time. In this regard, children widen their vocabulary the further they explore.

Reading and comprehension are two concepts that are always linked when discussing how reading might help children's vocabulary and language skills. Understanding textual words is referred to as comprehension. The ability to identify words is distinct from this. The aim of reading and comprehension is not achieved by identifying word and phrases but by understanding what they signify. Reading is more meaningful when it is understood. Reading comprehension happens when the contents convey meaning. In this manner, reading becomes interesting, entertaining, and educational when the text being read is understood. Thus, it is vital to professional success, education, and life.

Various techniques can improve comprehension, including anticipating, drawing links to prior information, visualizing, and summarizing. However, adopting these techniques requires persistence and constant conditioning. Modeling the method and providing supervised practice while working with children are essential. Gradually



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scaling down the guidance as their skills improve is necessary to enable kids to employ the techniques spontaneously. Children would not be able to convey meaning to what they read if they can't understand them. Children's engagement to the text is increased via comprehension techniques, encouraging them to interact with the literature by becoming good readers.

References:

Woolley, G. (2008). The assessment of reading comprehension difficulties for reading intervention. Australian Journal of Learning Difficulties, 13(1), pp. 51-62.

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