Reading Training #7: Reading Comprehension II
Starting the Conversation

- Is reading comprehension increased if you read a text many times?
- Can the same level of reading comprehension be achieved if you read the text only once using appropriate reading comprehension strategies?
THROUGH SAMPLE TEXTS, WE WILL EXPLORE SIX COMPREHENSION STRATEGIES.

THINK OF WAYS IN WHICH YOU CAN USE EACH STRATEGY TO HELP YOUR OWN READING COMPREHENSION AND THAT OF YOUR TUTEES.
6 Comprehension Strategies

- Predicting
- Questioning
- Repairing
- Setting a Purpose
- Summarizing
- Visualizing

(Tompkins, 2014)
Predicting

• Importance:
  ◦ By guessing what will happen, you become more engaged in reading (Tompkins, 2014)
  ◦ Predicting will allow you to enjoy and engage with the reading

• Sample from News.Sciencemag.org

Video: A robot that hops like a frog

We’ve got robots that look like people—now we have one that looks like a frog. Or at least hops like one. Using 3D printers, roboticists have designed a three-legged mechanical critter with a squishy exterior and a rigid interior that is more durable, safe, and adaptable than the strictly rigid variety. It also hops. Inside the robot’s core, a small, controlled explosion powers each leap. Though an “explosion-powered” robot may not intuitively sound safe, the soft-body, combustion-based system is actually safer than traditional inflexible robots. Butane and oxygen combust to give lift off, then, without any tethered help, the soft, flexible body of the bot cushions the landing. The combination of different materials also offers more directional control—inflatable legs dictate more precisely where the robot jumps. Once turned on, the robot’s programming takes care of the rest, and it operates without any human assistance.

1. What do you predict will be created next?
2. How do you anticipated this affecting our everyday?

Exercise text quoted from (Armitage, 2015)
Questioning

● Importance:
  ◦ By asking literal and inferential questions about the text, you can redirect reading, confusion, and make inferences (Tompkins, 2014)
  ◦ You can answer questions by connecting the reading to your own experiences

● Sample from History.com

Spartacus and the Third Servile War
Spartacus was a Thracian gladiator who commanded a massive slave army during the Third Servile War, the largest and most successful slave rebellion in Roman history. The uprising began in 73 B.C. when Spartacus and a small band of slaves escaped from a gladiator school by using kitchen utensils as weapons. Slaves from across the Roman countryside soon flocked to join the revolt, and the rebel army caused a panic in the Roman senate after it defeated a militia at Mt. Vesuvius and two legions near Mt. Garganus.

1. What questions would you ask yourself to check your reading?
2. Can you think of a question that relates the reading to your life or today's world?
Repairing

• Importance:
  ◦ By identifying comprehension problems, you may continue reading and gain understanding in the process (Tompkins, 2014)
  ◦ You don’t need to read every word to answer a question

• Sample from On Reading

A MARDSAN GIBERTER FOR FARFIE
Glis was very fraper. She had denarpen Farfie’s mardsan. She didn’t talp a giberter for him. So she conlanted to plimp a mardsan binky for him. She had just sparved the binky when he jibbled in the gorger.
"Clorsty mardsan!" she boffed.
"That's a crouistish mardsan binky," boffed Farfie, "but my mardsan is on Stansan. Agsan is Kelsan."
"In that ruspen," boffed Glis, "I won't whank you your giberter until Stansan."

1. Why was Glis fraper?
2. What did Glis plimp?
3. Who jubbled in the gorger when Glis sparved the binky?

Exercise text quoted from (Goodman, 1996, p. 43)

As you can see from this sample, grammar alone can help you answer questions without you having to understand every word in the story.
Setting a Purpose

• Importance:
  ◦ By identifying a broad focus for reading, you can focus your attention strategically
  ◦ Draw inferences based on what you know

• Sample from *Conformal Geometry and Dynamics*

“The Critical Exponent, the Hausdorff Dimension of the Limit Set and the Convex Core Entropy of a Kleinian Group”

In this paper we study the relationship between three numerical invariants associated to a Kleinian group, namely the critical exponent, the Hausdorff dimension of the limit set and the convex core entropy, which is shown here to coincide with the upper box-counting dimension, also referred to as upper Minkowski dimension, of the limit set. While the relationship between the first two has already been addressed in various ways, the convex core entropy of a Kleinian group is the new element in the picture.

Exercise text quoted from (Falk & Matsuzaki, 2015, p. 159)

1. By reading only the title of the text, what would your purpose be in this reading?

2. If one of the questions following the reading is: what three numerical invariants associated to a Kleinian group are examined by this paper? Would your purpose be to look for details or an overall understanding of the text?
Summarizing

**Importance:**
- By summarizing a reading, you can gain a better recall of main ideas
- Summarizing a text right after you read it can help you prepare arguments for a paper (just don’t forget to cite)

**Sample:**

*Community a Factor in Suicide Attempts by Lesbian, Gay, and Bisexual Teens*

The amount of support that a community has for its homosexual members is an independent risk factor for suicide attempts among lesbian, gay, and bisexual (LGB) teens, according to a recent study of nearly 32,000 11th graders in 34 Oregon counties.

Mark Hatzenbuehler, PhD, of the Mailman School of Public Health at Columbia University, in New York City, analyzed student data from 297 schools and reported that LGB teens living in unsupportive surroundings had a 20% higher risk of attempting suicide than those in more supportive areas.

Even when Hatzenbuehler controlled for known risk factors for suicide attempts among LGB teens—depression, binge drinking, physical abuse by an adult, and being bullied by peers—social climate still was linked with a significant increase in attempted suicide.

1. Summarize the text above into one sentence?
2. What are the main points made?

Exercise text quoted from (Voelker, 2011, p. 1951)
Visualizing

• Importance:
  ◦ By creating mental images of what you read, you can make the text more memorable (Tompkins, 2014)

• Sample from Tyler Knott Gregson (poet)

Salt
I kiss you
and
on your lips
I taste the
sea
and the
sea
has always been
home
to me.

1. What do you think of when you hear this poem?
2. What senses are activated?

Exercise text quoted from (Gregson, 2012)
Reading Comprehension

- Which two reading comprehension strategies apply to your discipline the most?
- How can you connect motivation to these reading comprehension strategies?
- What other reading comprehension strategies can you think of?
What’s Next?

We have now seen twelve reading comprehension strategies. Next up, we will learn about fluency and speed in reading!


