



Laguna Beach Language & Speech Clinic
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Reading Comprehension: How to Gain meaning from Text

Reading includes cognitive and language processes. It requires many skills that evolve into other skills. Such as learning what a letter is, then matching it to the sound associated with that letter, and then assigning meaning to it and storing it properly for later recall. One study found that a child's ability for letter identification, sentence imitation, recognition of syllables, phoneme manipulation and rapid naming (name all the animals you can in a minute) skills were key factors in predicting good reading skills. This can be seen in bullet point below, the skills required to learn to read and then read to learn. It's a huge leap that often is facilitated by practice, practice, practice! Use short stories, library trips, comic books, comic strips in the newspaper to keep it fun.



Word Recognition requires

- phonological awareness: recognize and manipulate sounds in isolation, syllables & words
- recognition of print
- alphabetic understanding
- fluency



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How to Construct Meaning from Print

Children with reading comprehension difficulties have problems monitoring their own reading comprehension. There is no reflection about whether they understand the passage they read. No self-questioning about the story. If they do not, there is no attempt to fix the lack of understanding; i.e., Re-read, look up a word, visualization.

Getting meaning from print depends on:

- Personal and Social Connections
- Background Knowledge which includes vocabulary, concept and word knowledge
- Understanding the Format of the Text:
 - Narrative (tell a story, fiction or non-fiction, poems) vs. Expository (explain, describe, give information or inform).
- Strategy Use
 - Activating prior knowledge
 - Self-questioning
 - Visual Imagery
 - Paraphrasing
 - Summarization
 - Self-monitor and repair