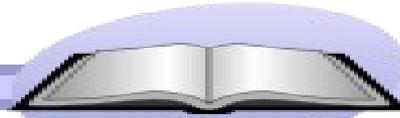


Micro Skills in Reading



Part of a series on

Reading



TYPES

Close reading • Speedreading
Skimming • Slow reading
Speed reading • Sub vocalized

LEARNING TO READ

Reading readiness
Reading acquisition • Comprehension
Dyslexia • Reading disability

READING INSTRUCTION

Reading education • Phonics
Alphabetic principle
Basal reader • Decodable text
Research-based reading instruction
Whole language • Methodology debate



WHAT IS READING ??

- ▣ *Reading is the cognitive process of deriving meaning from written or printed text..*
- ▣ *It is a means of language acquisition, of communication, and of sharing information and ideas.*
- ▣ *Effective readers use decoding skills (to translate printed text into the sounds of language), use morpheme, semantics, syntax and context cues to identify the meaning of unknown words, activate prior knowledge (schemata theory), use comprehension, and demonstrate fluency during reading.*

CONDT...

- ❑ *Other types of reading may not be text-based, such as music notation or pictograms. By analogy, in computer science, reading is acquiring of data from some sort of computer storage.*
- ❑ *Although reading print text is now an important way for the general population to access information, this has not always been the case.*
- ❑ *With some exceptions, only a small percentage of the population in many countries were considered literate before the Industrial Revolution.*

READING SKILLS

Other methods of teaching and learning to read have developed, and become somewhat controversial.

- ☐ Phonics involves teaching reading by associating characters or groups of characters with sounds. Sometimes argued to be in competition with whole language methods.*
- ☐ Whole language methods involve acquiring words or phrases without attention to the characters or groups of characters that compose them.*
- ☐ Sometimes argued to be in competition with phonics methods, and that the whole language approach tends to impair learning how to spell.*

MICROSKILLS FOR READING

- ▣ *Discriminate among the distinctive graphemes and orthographic patterns of English.*
- ▣ *Retain chunks of language of different lengths in short-term memory. .*
- ▣ *Process writing at an efficient rate of speed to suit the purpose.*
- ▣ *Recognize a core of words, and interpret word order patterns and their significance*

CONDT.....

- ❑ *Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.*
- ❑ *Recognize that a particular meaning may be expressed in different grammatical forms.*
- ❑ *Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.*
- ❑ *Recognize the rhetorical forms of written discourse and their significance for interpretation.*

CONDT....

- ▣ *Recognize the communicative functions of written texts, according to form and purpose.*
- ▣ *Infer context that is not explicit by using background knowledge.*
- ▣ *From events, ideas, etc., described, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.*

CONDT....

- ▣ *Distinguish between literal and implied meanings.*
- ▣ *Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.*
- ▣ *Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.*

STRATEGIES FOR READING

- ▣ *Identify the purpose in reading*
- ▣ *Graphemic rules and patterns*
- ▣ *Silent reading techniques*
- ▣ *Skimming*
- ▣ *Scanning*

CONDT....

- ▣ *Semantic mapping or clustering*
- ▣ *Guessing*
- ▣ *Vocabulary analysis*
- ▣ *Literal and implied meanings*
- ▣ *Discourse markers*

IDENTIFY THE PURPOSE IN READING:

▣ *Efficient reading consists of clearly identifying the purpose in reading something.*

GRAPHEMIC RULES AND PATTERNS;

▣ *Phonics approaches to reading can be useful for beginning level, children and non-literate adults.*

SILENT READING TECHNIQUES:

- ▣ *You don't need to 'pronounce' each word to yourself.*
- ▣ *Try to visually perceive more than one word at a time, preferably phrases.*
- ▣ *Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.*

SKIMMING:

It consists of quickly running one's eyes across a whole text to get the gist.

SCANNING:

Scanning is to search for some particular piece or pieces of information in a text.

SEMANTIC MAPPING OR CLUSTERING:

▣ *Semantic maps can be a productive group work technique as students collectively induce order and hierarchy to a passage.*

GUESSING :

- ▣ *Guess the meaning of a word;*
- ▣ *Guess a grammatical relationship;*
- ▣ *Guess a discourse relationship;*
- ▣ *Infer implied meaning ('between the lines');*
- ▣ *Guess about a cultural reference and*
- ▣ *Guess content messages.*

VOCABULARY ANALYSIS:

▣ *Recognizing grammatical and semantic contexts .*

LITERAL AND IMPLIED MEANINGS:

▣ *The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.*

TYPES OF CLASSROOM READING PERFORMANCE:

Oral Reading

With beginning and intermediate levels, oral reading can:

- (a) serve as an evaluative check on bottom-up processing skills,*
- (b) double as a pronunciation check,*
- (c) encourage students' participation if you want to highlight a certain short segment of a reading passage.*

DISADVANTAGES OF TOO MUCH ORAL READING:

- ❑ *Oral reading is not a very authentic language activity;*
- ❑ *While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph);*
- ❑ *It may have the awkward appearance of “student participation” when in reality it is mere recitation.*

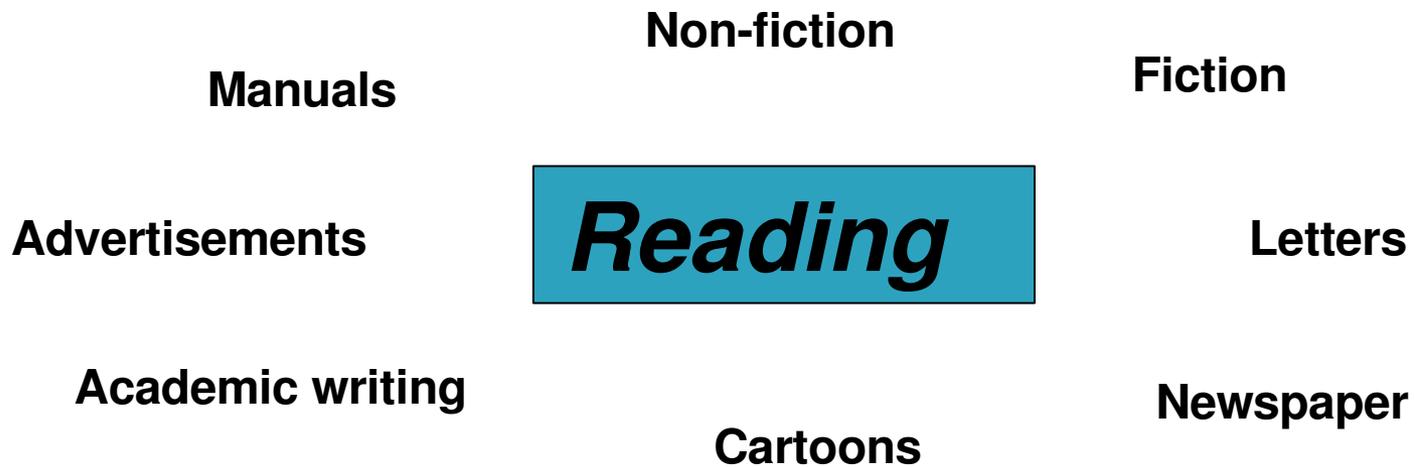
SILENT READING:

Silent reading may be subcategorized into intensive and extensive reading.

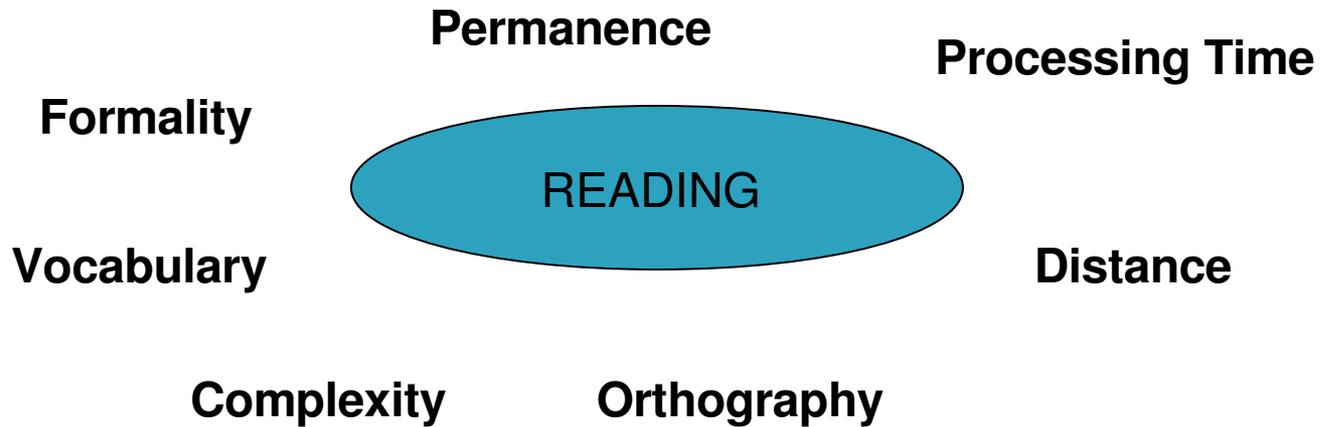
▣ *Intensive - It is a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.*

▣ *Extensive - It is carried out to achieve a general understanding of a text.*

TYPES OF WRITTEN LANGUAGE:



CHARACTERISTICS OF WRITTEN LANGUAGE:



IMPROVE YOUR READING SKILLS

Eighty-five percent of college work requires reading. How good are your reading skills? Here are six steps to help you improve your reading skills:

☐ Evaluate your reading habits to find out where you need improvement. Do you "say" the words you're reading? Do strange words slow your speed and comprehension? Do you read every word? Do you re-read sentences? Do you vary your speed to suit the material?

CONDT....

- ❑ *Provide the best conditions for reading. Choose a place where you'll have few interruptions, have good lighting, can sit in a good chair, and won't be distracted by radio, TV or other noises. Hold the book about fifteen inches away (about the distance from your elbow to your wrist).*
- ❑ *Use your eyes efficiently. If words are blurry, get your eyes checked by a professional. Don't "say" what you read, and don't re-read unnecessarily. Read phrases, not every single word.*

CONDT....

▣ *Increase your vocabulary by keeping a dictionary handy, maintaining a list of new words, and knowing the origin of words.*

▣ *Match your speed to the material you are reading. Know what and why you're reading. Preview the material, especially when studying. Study reading requires closer, slower reading. For leisure reading you can go faster.*

CONDIT....

- Be sure you get the information in graphic aids and illustrations.*
- To improve your reading speed, practice for about 15 to 30 minutes each day, checking your rate in words-per-minute. Check your comprehension by summarizing what you read. Ideally, you want to read faster while maintaining your understanding.*
- Therefore, use the same type of materials each time you practice to provide the consistency needed for meaningful practice.*

THANK YOU

