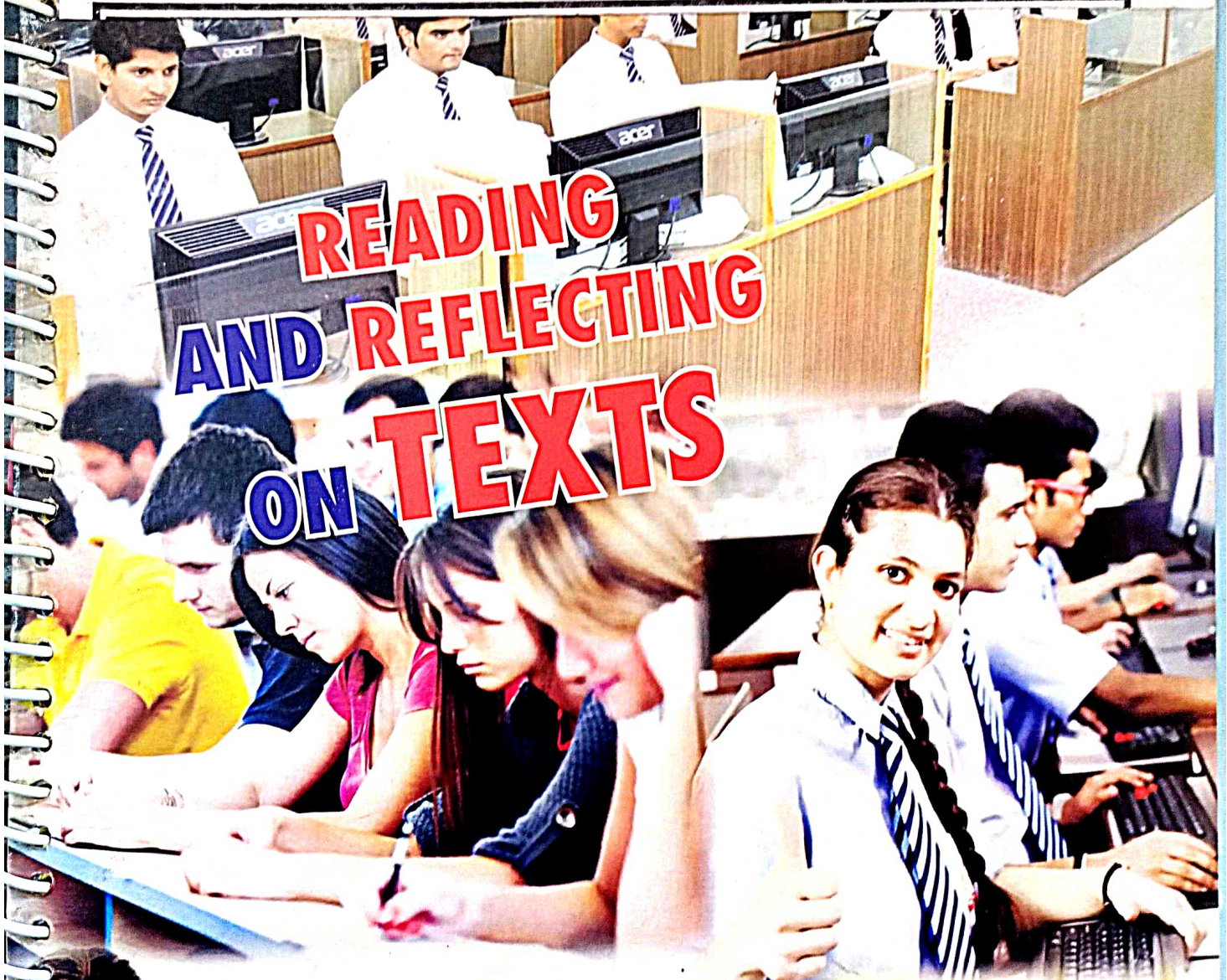


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READING AND REFLECTING ON TEXTS



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Acquisition of Reading Skills .

The process of acquisition of skills necessary for reading that is the ability to acquire meaning from print learning to read is paradoxical in some ways.

A child's ability to learn to read known as reading. Readiness begins in infancy, as the child begins attending to the special speech signals in their environment and begins producing spoken language. Children make some use and fall the relationship between having spoken language seeing writing language are feeling loved.

The positive feeling that arises from spending time with books in a loving context provides a strong foundation and intrinsic motivation for the long and cognitively challenging process of learning to read. However, reading for children and ensuring exposure to many books is not enough to prepare them for reading. Another critical skill is the ability to name letters or characters

ACQUISITION OF READING SKILLS

What are Skills?

A skill is the learned ability to carry out a task with predetermined results often within a great amount of time, energy or both. In other words, the abilities that one possess skills can be often be divided into remain general and specific skills.

for example - In the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas specific skills would be useful only for a certain job.

The ideal process of what is caused emergent on early literacy begins in the relationship between having spoken language.

GLOBAL COMPREHENSION

Global Comprehension means understanding the general meaning of what you are listening to or reading.

It can be compared to selective comprehension, which means understanding specific information in the text, and detailed comprehension, which means everything is Global. Selective and detailed comprehension have problems with the three reading skills of skimming scanning and intensive reading.

EXAMPLE -

The learners have listened to a story and how to try to recreate it by putting jumble sentences into the correct order.

Various activities can test global comprehension. Learners can be asked to sort out versions of a text as in the example, produce or complete summaries, answer comprehension questions that test general understanding such as 'True or false' statements and suggest titles.

LOCAL COMPREHENSION

We explore the issue of how listeners use the local structural organisation of a discourse in the process of language comprehension. We define local structure in terms of their syntactic, semantic and prosodic properties.

Using a word-monitoring task, we find that disrupting any aspect of local structure. However, disrupting any aspect of local the prosodic or syntactic structure has a more adverse effect on comprehension.

FACTORS AFFECTING THE COMPREHENSION OF GLOBAL AND LOCAL

This study investigated factors that would affect a reader's understanding of the main idea at the global level and explicit and implicit main ideas at the local level. Fifty seven first year university students taking a collage reading course took a comprehension test on an expository text. Statistical analysis revealed that text structure had a moderate effect on the reader's understanding of the global main idea, only a weak correlation existed. Analysis of the local main ideas textual features suggested that identification of the explicit main idea was affected by the

The amount of time that a child spends together with parent or other important care givers while listening to them. Reading is a good predictor of the level of reading that the child will attain later in life.

As a child sits with a caregivers while ~~listen~~ looking at pictures and listening to stories, he or she will slowly learn that all the different lines on each page make symbols refers to words.

Taking time to read to children is the most important precursor to a child's development. The environment in which a child lives may also impact their ability to acquire reading skills. Children who are regularly exposed to chronic environment or noise pollution such as highway traffic noise have been known to show decreased ability to discriminate between phenomes as well as lower reading scores on standardized tests.

Reading a wide variety such as Descriptive and narratives

In a variety of writing activities you will improve your sentences structures and learn how to use different writing styles. This will include descriptive and narratives texts and short reports. You will.

- 1) do a film review
- 2) descriptive text
- 3) write on informative / narrative text
- 4) write reflective text
- 5) Read personal and imaginative text
- 6) Read and write straight forward information with descriptive and narratives text.
- 7) Analysis the descriptive and narratives

CONVERSATIONS -

A model of intertextuality is introduced as an instructional approach for post secondary developmental reading courses. This model involves a scaffolded,

scheme building approach to teaching collage reading that aims to link core material with supplementary tasks that focus on specific topics associated with that core material in order for students to engage on a deeper level with that core material. For most first year students the transition to collage is not easy. There are obvious adjustments to be made, socially, culturally, personally and emotionally. In the midst of all these various types of transitions, most beginning collage students also face some form of literacy transition.

Biographical Sketches -

Catherine Snow is the Henry Lee Shattuck professor of education at the Harvard Graduate School of Education. She received her

Ph.D in psychology from Mc. Gill university and worked for several years in linguistics department of the University of Amsterdam. Her research include children's language development as influenced by interaction with adults in home and preschool settings, literacy development as related to language skills as influenced by home and school factors issues related to the acquisition of English - language or oral and literacy skills by language minority children. She has co-authored book on language development and on literacy development and has published widely on these topics in refund journals and edited volumes. She currently server on the NRC's NRC's council for the behavioural and social sciences and education.

NEWS REPORT

Many Americans, keeping up with the news is an activity that occurs throughout the day and across different formats, devices and technologies when asked when they prefer to watch, read or hear news a plurality report following the news all throughout the day.

A smaller but sizable number of Americans continue to prefer to follow the news in the morning (24%) in the evening (26%) while still lesser number say they most often get news in the afternoon (4%) the night before bed (9%) in these particular time.

"People are who own and use more devices are no more or less to use print publications, television or radio to access the news?"

In these a particular time that people go for more in depth news, beyond

degree of explicitness, which was measured in terms of sentence structure position in the paragraph and the number of points in the sentence. Analysis of textual features associated with implicit main ideas indicated the complex role of example in illustrating the main idea. The study offers some practical implications for collage reading curriculum and instruction as well as textbook writing.

1) Is it long or short?

2) Does it contain big words or small?

3) What images does it work?

4) Who do they imagine speaking it?

Understanding the Critical Reading

Critical Reading: A five outline of the process

I Pre Reading

A Preliminary Examination:

1. Examine length
2. Examine the title
3. Think about the author
4. Preview the introduction and conclusion of the essay.

B Classification:

1. Classify the general subject matter in 2-3 words.

C. "Seeing the Skeleton"

1. Spot Subdivisions
2. Jet down a brief outline of the essay.
3. Think about how parts of outline relate.
4. Define the basic problem the author discusses
5. Make up a few questions about the essay before reading.

II Interpretive Reading

A. Look for the Important words -

1. Locate Recurring words.
2. Identify oddly used words.
3. Identify and look up unknown words.
4. Identify Ambiguous words.

B. Paraphrase and Summarize -

1. Paraphrase as you read.
2. Summarize what you've just read.

C. Locate and Identify the parts you do not understand -

1. Mark Confusing sections
2. Reread confusing sections
3. Talk it over with other readers
4. Sleep on it and return later if all

the headlines.

Plays and Poems

Q. What are plays and poems?

Q. What do poems means?

Q. What are they saying?

Tell the students that poems are read many times and through about before the reader can really appreciate them. Often the simplest poems can be tricky to understand.

like this plays are seen in the theater and they have some thoughts and ideas which help in our life after students have completed their poems, plays group the students according to the original poems and they were given. Poems have features.

C. Seek Synthesis -

Could the ideas in this book be applied in some day to difficult different subjects?

VI Post Reading

A Review

1. Look again at the notes you took while reading.
2. Double check that you've answered.

B. Summarize

Restate the main argument and conclusion of the essay in a single sentence.

C. Explain

Explain in your own words how the author reached in conclusion.

Experience the Classroom process of writing

Writing process guide is a resource for new and experienced teachers who are looking for way to improve and enhance their current writing instructions. The activities examples and instructional routines are designed so that teachers can select a specific resource or they may use the entire document to provide guidance for their instruction.

Writing is much more than just putting words on paper. By its very nature, writing is a serious thing which needs to be focused upon. The job of educators is to guide students through the process in order to help them become the best writers they can be.

In order to give students the necessary skills, writing must be explicitly taught and given time. It cannot be just a few minutes here and there students may write quickly and in a quick write, but they also need to be deliberate and thoughtful finished product in the right discussion.

According to Donald Murray:

To be a teacher of a process such as this takes qualities too few of us have but which most of us can develop, we have to be quite to listen and to respond. We are not invitor or the motivator, we are the reader, the recipient. We have to be the patient and want wait and wait.

The writing process should be an ongoing cycle in every writing classroom. Students should be engaged in pre writing, drafting, revising, editing and publishing. The process is not a linear step by step

sequence but rather a recursive process that students pass through at different rates. Sometimes moving on and at other times revising earlier steps in the cycle, students who experience the process will learn skills which enable them to produce polished pieces of writing.

Writing is an effective instructional practice that provides a foundation for understanding the of writing whereas high level of modeling are positively related especially for children in high poverty class.

During MODELLED WRITING -

⇒ Plans and prewrite a piece so that the differentiate needs of students are addressed

⇒ Rewrite the prepared text with "Thinking aloud" so that students hear the rationale for all decisions about craft and conventions.

else fails.

III Critical Reading

A. Ask Questions.

1. Talk back to the text.
2. Question the text
3. Question your own attitude
4. Examine the context
5. Look for broader implications.
6. Figure out why is it important.

B. Make your mark.

1. Make notes in the margin.
2. Make notes taught in the class.

IV Synoptic Reading

A. Seek Confirmation.

Do other books/articles reach similar conclusions.

B. Seek Disagreement

Do other books/articles reach different conclusions.

CONVENTIONS IN THE WRITING PROCESS -

Teaching conventions in isolation is ineffective at best because students need opportunities to apply their knowledge of conventions to their writing. Even daily oral language activities are a waste of time for students without procedural knowledge.

LEVELS OF SYNTAX -

Computer language syntax is generally distinguished into three levels.

Words: The critical level, determining how characters form tokens.

Phrases: The grammar level narrowly speaking, determining how tokens form phrases.

Context: Determining what objects or variables names refer to, if types are valid.

WRITING CONVENTIONS -

What are Conventions?

Conventions are the surface features of writing mechanism, usage and sentence formation. Conventions are a courtesy to the reader experts and is comfortable with.

Read, Reflect and think critically recognize the benefits of reflecting on developing teaching philosophy.

What is Critical thinking?

Critical thinking is a complex and dynamic process that encourages different thinking skills all of which can inform deep learning and complex learning.

Critical learning is closely linked to reflective thinking so that exploration of reflective thinking so that expto thinking skills presents a foundations words for

Many critical thinking. Reflective thinking as active, persistent and careful consideration of a belief or supported form of knowledge in the light of the grounds which support it and the further conclusions.

Benefits of Reflecting on developing teaching philosophy

For most educators writing a philosophy of teaching. task. Sure, they can motivate the most last advisable of students juggle a seemingly endless list of responsibilities. Make theory and applications of go's chronology come alive for students all the while, finding time of after a few words of encouragement to a homesick person.

Traditionally part of the teaching part folio in the texture reviews a philosophy of teaching an increasing

number of higher education institutions are now requiring a philosophy of teaching statement from job applicant as well. For beginning instructors putting their philosophy into words is particularly challenging.

This faculty focus special report is designed to take the mystery out of writing teaching philosophy statements and includes both examples and how to articles written by educators from various disciplines and at various stages of their professional careers.

Some of the articles you will find in the report include -

⇒ How to write a philosophy of teaching and learning statements. ✓

⇒ A teaching philosophy built on knowledge, critical thinking and curiosity. ✓