

# THE READING SKILLS

FAME CLAN

# Reading

It is a cognitive process of decoding symbols to derive meaning from text (as in reading a book or reading music).

## *Three Components of Reading*

1. Decoding
2. Comprehension
3. Retention



# Decoding

Decoding refers to the process of translating a printed word into a sound.

Two Skills in Decoding :

1. *Identification Skill*
2. *Word Attack Skill*

# Comprehension

It is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

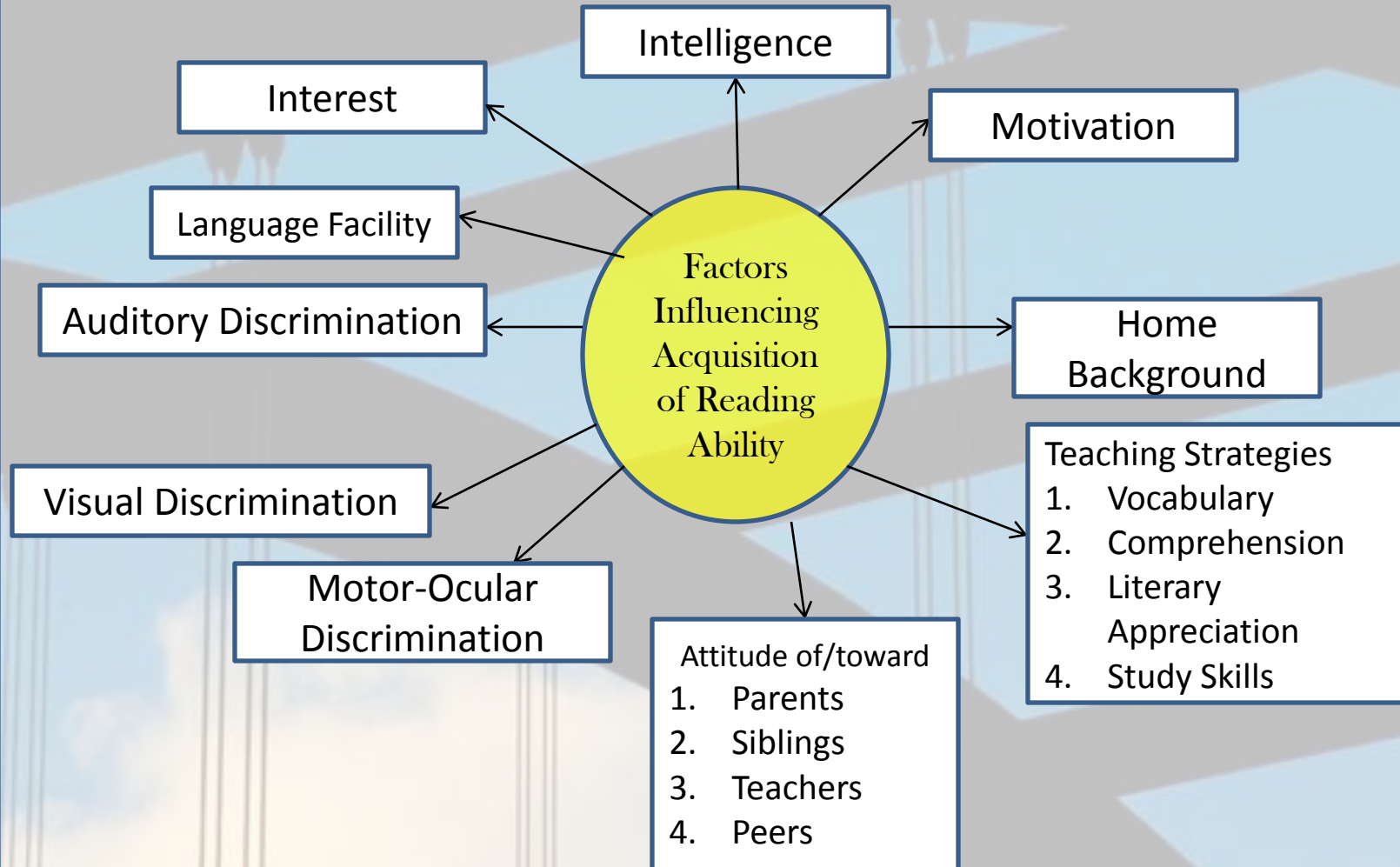
Comprehension relies on a mastery of decoding. Children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have very little mental energy left for understanding.

# Retention

The condition of retaining (keeping) something. It could be in the Short term memory or Long term Memory.

The ability to retain, which relies heavily on a child's decoding proficiency and ability to comprehend what is read.

# Factors Influencing Acquisition of Reading Ability



# Required Skills in Reading

1. Skills Related to Eye Movement
2. Abilities Related to Visual Discrimination
3. Association Skills
4. Interpretation Abilities

# STAGES of reading Development

## Stage 0: Pre-reading

- Preschool (ages 6 mos. To 6 years)
- "Pretending" to read, retelling story when looking at pages of book previously read to the child
- Naming letters of alphabet; recognizing some signs
- Printing own name
- Playing with books, pencils, and paper

## Stage 1: Initial Reading and Decoding

- Grade 1 and beginning Grade 2 (ages 7-8)
- Learning relation between letters and sounds and between printed and spoken words
- Being able to read simple text containing high frequency words and phonically regular words
- Using skill and insight to "sound-out" new one syllable words



## Stage 2: Confirmation and Fluency

- Grades 2 and 3 (ages 7-8)
- Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections.

## Stage 3: Reading for Learning the New

- Grades 4-8 (ages 9-13)
- Reading is used to experience new feelings, to learn new attitudes.
- Reading generally from one viewpoint

## Stage 4: Multiple Viewpoints

- High School (ages 15-17)
- Reading widely from a broad range of complex materials, both expository and narrative
- Reading a variety of viewpoints

## Sage 5: Construction and Reconstruction

- College and beyond ( ages 18+)
- Reading is used for one's own needs and purposes professional and personal)
- Reading serves to integrate one's knowledge with that of others, to synthesize it and to create new knowledge
- Reading is rapid and efficient

# **THREE MAIN REASONS WHY PEOPLE WANT TO READ:**

1. To read the Bible
2. To read books and newspapers
3. To help their children

# WHY IS READING IMPORTANT ?

1. Reading is fundamental to function in today's society.
2. Reading is a vital skill in finding a good job.
3. Reading is important because it develops the mind.
4. It is how we discover new things.
5. Reading develops the imagination.
6. Reading develops the creative side of people.
7. Reading is fundamental in developing a good self image.

8. Good reading skills, especially in a phonics reading program, improve spelling.
9. Reading helps to expand the vocabulary.
10. Only by reading can we be armed in this never-ending, life-and-death struggle.
11. The fact of the power of written ideas communicated through reading is a foundational reason why some governments oppose free and honest communication.
12. Reading is important because words - spoken and written - are the building blocks of life.

# Reading Problems

## DEFINITION OF TERMS:

1. **Reading Deficiency** - a mild to severe retardation in learning to read which is disparate with the individual's general intelligence and with his cultural, linguistic and educational experience.
2. **Reading Retardation** - Originally used to designate the condition of all children whose reading was significantly below age and grade norm, regardless of the children's potential or intelligence.
3. **Reading Disability** - refers to retarded readers whose mental ability should enable them to read considerably better than they do. This is synonymous with reading deficiency.

4. **Underachiever in Reading** - Restricted to those whose reading performance is not below age and grade standards but who are judged to be functioning significantly below their own potential level in reading. It is used broadly to designate the slow learner, the disabled reader, the bright underachiever, the reluctant reader, and the culturally or socially deprived pupil.
5. **Dyslexia** - Defective reading which may represent loss of competency following brain injury or degeneration, or a developmental failure to profit from reading instruction. It is often genetically determined.
6. **Primary Reading Retardation** - refers to a sense impairment of capacity to learn to read which, although there is no brain damage, this is based on a constitutional pattern of disturbed neurological organization.
7. **Secondary Reading Retardation** - refers to a reading disability for which the causation is mainly environmental or external.

# MAIN READING DIFFICULTIES

- **Dyslexia**

Although dyslexia typically affects spelling and writing, including transposing letters and words, it can also contribute to reading comprehension problems. When a student has this type of learning disorder, he or she usually has problems with letter and word recognition, as well as difficulties pronouncing words. It also contributes to slow reading speed. Students who have these issues may have problems with overall reading comprehension because there can be so many "roadblocks" that the overall meaning of the words becomes indecipherable.



- **Remedial Vocabulary**

Many students with reading comprehension problems have trouble with vocabulary and may fall behind their peers. They typically perform poorly on vocabulary tests, as well as on standardized tests. These shortcomings may affect a student's self-esteem and make him or her prone to avoiding speaking aloud in the classroom in front of other students and teachers.

- **Memory Problems**

Short-term and long-term memory problems can be another aspect of reading comprehension issues. When a student doesn't fully understand what he or she just read, the student will have difficulties remembering the information. Teachers can identify students with memory problems before the issue gets out of hand by using pop quizzes and mini-tests after reading sections.

- **Omission of Words**

Some students with reading comprehension problems omit words when reading aloud or writing. This tendency could be a sign of other disorders, such as dyslexia or vision problems.

When teachers see repeated behavior of this nature, and carelessness has been ruled out, other reading comprehension tests should usually be administered.

- **Attention Deficit Disorder (ADD)**

A student with ADD may be at risk of having reading comprehension problems because of an inability to concentrate on material for long periods of time. Children affected by ADD typically have short attention spans and have problems not only grasping the meaning of paragraphs or short stories, but also even comprehending a sentence.

# DECODING DIFFICULTIES

- consistent difficulty sounding out words and recognizing words out of context
- confusion between letters and the sounds they represent
- slow reading rate when reading aloud (reading word-by-word)
- reading without expression
- ignoring punctuation while reading

# COMPREHENSION DIFFICULTIES

- confusion about the meaning of words and sentences
- inability to connect ideas in a passage
- omission of, or glossing over, detail
- difficulty distinguishing significant information from minor details
- lack of concentration during reading

# RETENTION DIFFICULTIES

- trouble remembering or summarizing what is read
- difficulty connecting what is read to prior knowledge
- difficulty applying content of a text to personal experiences
- inability to view content from multiple perspectives

**Table 1.3 Common Causes of Reading Problems, Symptoms and Remedial Strategies** (page 1)

<b>Cause</b>	<b>Symptoms</b>	<b>Investigation</b>	<b>Remediation</b>
DECODING PROBLEMS			
Visual acuity	– may squint	– regular eye examination	– eye glasses
Eye co-ordination	– may complain of losing one's place, skipping lines, or may use finger to track words	– examination by a developmental optometrist	– eye co-ordination exercises, special glasses or any combination of these – Ann Arbor Tracking Program <sup>9</sup>
Scotopic sensitivity syndrome (SSS)	– may complain of words getting blurry or running off the page at the end of the lines  – may not even realize that there is any other way to see	– examination by someone trained in SSS	– use of colored plastic overlays or special colored glasses
<b>Difficulty knowing sounds the letters make (especially vowel sounds)<sup>10</sup></b>	– may guess at words and make errors where vowels are involved	– ask to repeat hard and soft sounds made by each vowel	– teach remedial strategies re vowel sounds and rules (next page) – some people need the intensive remediation involved in Auditory Discrimination In Depth Program
Difficulty breaking the words into syllables	– may read small words fine and seem to look at the first few letters and then guess at longer words	– show familiar and new words with three or four syllables and ask to read them	– teach syllables by feeling movement of jaw or clapping while saying longer words such as “intelligent” – show how to break words into syllables of 2-3 letters with a vowel in each section



**Table 1.3 Common Causes of Reading Problems, Symptoms and Remedial Strategies** (page 2)

<b>Cause</b>	<b>Symptoms</b>	<b>Investigation</b>	<b>Remediation</b>
<b>COMPREHENSION PROBLEMS</b>			
Poor vocabulary	<ul style="list-style-type: none"><li>– may miss the meaning of passages due to lack of knowledge of word meaning</li></ul>	<ul style="list-style-type: none"><li>– ask student to tell you the meaning of key words in the passage (even though they may have been read correctly)</li></ul>	<ul style="list-style-type: none"><li>– work on building vocabulary through the use of a personal word dictionary</li></ul>
Reading books that are too difficult	<ul style="list-style-type: none"><li>– may take a very long time to read a short passage</li></ul>	<ul style="list-style-type: none"><li>– check that books are at an appropriate level of difficulty</li></ul>	<ul style="list-style-type: none"><li>– use the 5-finger rule - ensure that book has no more than 5 words per page that the person does not know (i.e., either how to read it or the meaning of it).</li></ul>
Problems making visual pictures of material being read	<ul style="list-style-type: none"><li>– may read quickly but without intonation which suggests comprehension</li></ul>	<ul style="list-style-type: none"><li>– ask person to paraphrase or re-tell the meaning of what they have just read</li><li>– some people need the intensive Visualizing and Verbalizing Program</li></ul>	<ul style="list-style-type: none"><li>– practice in visualizing what is read</li></ul>
<b>not taking in the information deeply enough</b>	<ul style="list-style-type: none"><li>– may read but realize afterwards that they were thinking about something else</li></ul>	<ul style="list-style-type: none"><li>– ensure that person can decode and comprehend what is being read, ask them about symptoms</li></ul>	<ul style="list-style-type: none"><li>– margin monitoring with a pencil or pen in order to create an interaction between author and reader.</li></ul>
<b>not connecting new information with prior knowledge</b>	<ul style="list-style-type: none"><li>– may show passivity in identifying what they already know about topic being studied and may not be making connections as they read</li></ul>	<ul style="list-style-type: none"><li>– ask person what they already know and how they are remembering the new information</li></ul>	<ul style="list-style-type: none"><li>– give practice activating prior knowledge before reading and help them to organize new information through semantic mapping (see KWL strategy, p. 80)</li></ul>

# READING STRATEGIES

1. Play word games.
2. Read aloud every day
3. Model reading as an enjoyable activity.
4. Put learning to use.
5. Listen to books.
6. Read to your child every night
7. Engage children's senses while learning.



# Ways to Improve Reading Comprehension

- Mumbling
- Underlining key words/rereading
- Start the conclusion
- Kinesthetic reading
- Reading on a walk
- Stopping at predetermined reflection points
- Visualizing yourself as a reader

- Reading Inductively/Deductively
- The Special Reading Place
- Reading aloud to someone
- Someone reading aloud to you
- Skimming/Reading
- Marginal Notes: Talking with the text
- Annotating a text
- A reward
- Hearing the text inside your head

- Visualizing the text
- Talking through a text
- Reading and rereading
- Rumination
- Spotting with key words
- Twenty details
- End of text summary
- Mapping a text
- Commonplace book

# Points to Remember

## **BASIC PRINCIPLE OF REMEDIAL INSTRUCTION**

1. Treatment must be based on an understanding of the child's instructional needs.
2. Remedial Programs must be highly individualized.
3. Remedial instruction must be organized instruction.
4. The reading processes must be made meaningful to the learner.

5. Consideration of the child's principal worth is necessary.
6. The reading program must be encouraging to the child.
7. Materials and exercises must be suitable to the child's reading ability and instructional needs.
8. Sound teaching procedures must be employed.
9. A carefully designed follow-up program is necessary.

# Reading Teacher's Role

1. Diagnose each student's reading skills to ascertain the grade level of the material that the student can read.
2. Diagnose each student's reading skills to determine from a total list of skills, which specific ones have been mastered.
3. Be aware of the reading demands and teaching strategies of the content areas so that these skills can be highlighted and reinforced.
4. Provide instruction in these skills at the appropriate level of difficulty.



**AWESOME!**



**THE END**