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Writing and Reading Reflection on the Science of Reading

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Writing and Reading Reflection on the Science of Reading

The reading-focused content in the blog post aligns with writing in that people cannot claim to understand reading, yet they do not comprehend the science of writing, yet both are learned in a classroom setting. Since there is a lack of a regulatory body that can monitor the educational trends to determine the validity and the extent of the science of reading and the practice of writing, people base their judgments on shallow experiences that might be biased or untrue. ¹ The science of reading encompasses more than phonics together with phonological principles.

An actual reading practice should include all the methodologies and tactics determined via research that gives learners an added advantage in reading (Shanahan, 2019). What it means is that tutors must teach the act of reading and fluency together with writing. In addition to that, oral reading eloquence tutoring ought to be incorporated into the science of reading, including morphology and vocabulary teachings. Numerous teaching approaches have been identified to boost reading understanding via the instructional strategies that enhance written language. For instance, combining or reducing sentences, cohesions, and guiding learners on how to write different texts is a scientific process.

Within the parenthesis of the science of reading, one cannot ignore the role of writing instruction. Reading becomes more decisive as one's grasp of grammar improves. Literacy expertise, terminology, and basic knowledge of content areas are among the strategic reading comprehension skills learned via writing. In addition, a strong vocabulary and concepts approach includes both linguistic forms and logical ability. This strong link in both learning to read and write serves a dual purpose. First, by writing about the threads of language acquisition, people reinforce the rope that results in skilled reading (Shanahan, 2019). Second, it generates a two-

for-one curriculum that maximizes teaching time while perfecting both reading and writing abilities.

There are implications for the teaching of writing. For instance, writing, the same as reading, is not an inborn talent; it must be taught properly to youngsters to understand how to read properly. A similar model applies while instructing direct teaching strategies, bolstering the reading/writing correlation, and developing strong readers. Along these boundaries, people are alerted that strong writing is guided by countless discrete items that, when exercised over time, will advise and encourage the ensuing writing. The idea of simply offering learners a set amount of time per day for "independent writing" is a panacea for teachers who are unsure how to improve students.

Just like writing, the concept of consistent reading time will never aid a learner who does not read or understand. Those who read properly may profit from the language mastered and reading practice, but this type of classroom time is inefficient in educating learners to engage. Reading, like writing, cannot be expected to improve without required skill guidance or knowledgeable teacher guidance. Teachers must know that the composting process starts before they start writing. The framework of the message is a great writing strategy. What genre is it? What is the writer's intention with the frame? What is the structure that learners will use to write? Reading a wide range of written texts in various topic areas is the best way to gain a complete understanding (Shanahan, 2019).

To sum it up, when evaluating writing's purpose in the science of reading, it is clear that the Enriching Authors methodology to teaching incorporates many of the requisite threads that constitute language proficiency. This guided practice and tightly coupled curriculum begins in early childhood and progresses throughout school time. The fundamental issue is that writing is

important in developing strong reading abilities like literacy understanding, pronunciation, and more, all of which can be taught and mastered via clear and specific, efficacious reading comprehension.

Reference

Shanahan, T. (May 29, 2019). Shanahan on Literacy: What Is the Science of Reading?

<https://www.readingrockets.org/blogs/shanahan-literacy/what-science-reading>

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