

Summary

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Running Head: READING STRATEGIES

Reading Strategies
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SPD 580

Comprehending or getting a message from what is being read becomes the fundamental goal for the reading. Thus it is to be both strategic and interactive. For this to be achieved a reader should be at the position of reading with proficiency as he or she later receives the explicit instructions about the reading comprehension and its strategies. The comprehending process of a given text starts before one can read; one can learn a picture to them as they listen to wordings. Later on, they will begin to associate the words with the image and ideas presented.

According to Liao and Wang (2018).The comprehension strategies can be analyzed as follows; the first is using prior knowledge. It makes one tap towards what they already know as it provides a framework. The other is prediction, in that one predicts what he or she is going to learn based on prior knowledge, thus gaining more information. A good learner should identify new ideas and being a position to summarize them. It means that he will locate meaningful insights and put them down on his own words. He will be able to ask and answer questions to help him focus on the main ideas. He will also employ the visualizing strategy.

Graphic organizers

These are useful educational materials that are to implement in any subject in earlier student learning. They much help a student to arrange his or her thoughts together with ideas projected to answer specific questions. They also provide a pre-writing tool used for essays as they provide the visual display of that information. The graphic will utilized as follows to start with is that a teacher should explain to the students how to use those graphics (Luo et al. 2017). The teacher should also

Punctuation error: **Thus** → **Thus,**

Spelling mistake: **pre-writing** → **rewriting**

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assign graphics based on their useful areas. The other is practicing; here, the teacher should give the learners time to interact with the graphics. The other is usage, and here the students will use the graphics when taking notes, reading a book, when they do contrast and contrasting of two concepts when they start their assignments as it will help them to formalize procedures.

Independent practice

It suggests that learners should be allowed time to do their independent practices. It is to enable them to practice what they have taught. It becomes a critical part of the lesson since it will allow students to remember something or do something related to the experience. They will be left to practice on their own as many times as they will require. According to human beings, we have long term and short term memories. In short-term memory, the store is the brain as it makes it easy for information retrieval, but it does not last for so long. In the long term memory, the information c permanently. Independent practice enables the information to be transferred from the short term to the long run for permanent storage by the aid of independent practice.

Model-lead-test

This model is also known as “we do”, “I do”, or “you do”. Its initial step is when the teacher provides guidance and modeling to a student during learning. When the student starts advancing, the teacher, on the other hand, also starts to withdraw his or her support slowly. It will help in

Three successive sentences begin wit...: **The**

Three successive sentences begin wit...: **The**

Passive voice: **learners should be allowed**

Possible agreement error: **term**

on the other hand (...: **on the other hand** → **but**

developing the independence of the learners based on that task or skill. To begin with, “I do” are the skills that learners will be able to observe, “we do” is the ability of educators to align the learners with their instructions, finally is “You do”. It suggests that educators make a follow up to see and monitor the learner's progress.

a/the + infinitive: **a follow**

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Peer tutoring

It is a peer-mediated kind of strategy that is flexible, which allows the students to be academic tutors as well as tutees. The criteria for this is that students are paired based on different abilities for instance, a performing student as with a non-performing student. The importance of this is that it works across all the ages or grades; this intervention is in a position to receive one-to-one assistance. Students increase their opportunity regarding their response to small groups, and it also promotes social and academic development among the students as they expand their engagement. The other aspect is that peer-tutoring increases the self-confidence of the learners, together with self-efficiency (Madaio et al. 2016, June).

Repeated reading

It is the practice in which student reads the same text repeatedly until he or she becomes error-free or fluent. It can be a plied to a group or an individual. It is designed to cater to disabled learners, which impacted their ability to read, but later, it has been discovered that even standard students could benefit from this greatly. It benefits mostly students to pose accurate reading, but it is choppy. It helps those students to develop automaticity as well as the ability to read quickly with accuracy. When one achieves the automaticity, it increases the comprehension ability as it triggers success towards comprehending. This strategy used as follows, and once the text is selected, that is between 50-200 words; next is to choose a passage that is not predictable and is adorable. Lastly is to use a document as per the frustration and instructional level of the learner.

Goals and strategies

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Spelling mistake: **tutees** → **titles**

assist, assistance (help): **assistance** → **help**

Spelling mistake: **Madaio** → **Radio**

Student: [Submitted to Grand Canyon University](#)

Three successive sentences begin with...: **It**

accurate: **accurate** → **right**

Three successive sentences begin with...: **It**

Spelling mistake: **automaticity** → **automatic**

Spelling mistake: **automaticity** → **automatic**

as per (as, in ac...: **as per** → **in accordance wi...**

Student: [Submitted to Grand Canyon University](#)

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Goal 1: Given a letter or letter combination, Kale will say the corresponding sound, accurately, three out of four trials?

Strategy: Repeated reading

Goal 2: Given a brief reading passage on his instructional level, Kale will read the passage and retell the main ideas, three out of four trials

Strategy: Graphic organizers

Goal 3: Given CVC (Consonant Vowel Consonant) word prompt, Kale will be able to say the word slowly, and the report it first.

Strategy: Model lead Test

Goal 4: After listening to a story, Kale will recall three or four sequential events.

Strategy: Comprehension strategy

Goal 5: Shown sight words, Kale will state the name automatically.

Strategy: Peer-tutoring

The sequence of kales goals from first to last

1. Given a CVC word prompt,
2. Given a letter or letter combination
3. He was given a brief passage according to his instructional level.
4. After listening to a story, Kale will recall 3 to 4 sequenced events.

 Spelling mistake: **kales** → **males**

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5. Shown sight words, Kale will state the name automatically

Moving to a new region becomes a total challenge to learners, especially those encountering new or foreign languages to be used as a first language. The parents of Kale have little knowledge about this foreign language, which is supposed to be the primary teachers to Kale according to nature. But this does not mean that Kale will not be fluent in English despite all that. For the benefit of Kale he will be treated like a kindergarten child since he is not conversant with the language at all. The parents also on their side they will practice and try to use English when they are with Kale to make him develop an interest in that language.

 Passive voice: **is supposed to be**

- Liao, H. C., & Wang, Y. H. (2018). Using comprehension strategies for students' self-efficacy, anxiety, and proficiency in reading English as a foreign language. *Social Behavior and Personality: an international journal*, 46(3), 447-458.
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