TEACHING SPECIFIC SUB SKILLS AND STRATEGIES.CREATING PRE, WHILE AND POST READING ACTIVITIES

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ABSTRACT

This article explores the importance of teaching specific subskills and strategies to enhance reading comprehension among students. It delves into the design and implementation of pre-, while-, and post-reading activities to improve students' ability to comprehend and analyze texts effectively. By examining the impact of these activities on students' reading comprehension, this research aims to provide valuable insights for educators seeking to enhance their teaching practices.

Keywords: Reading comprehension, subskills, strategies, pre-reading activities, while-reading activities, post-reading activities

INTRODUCTION

Title: Enhancing Reading Comprehension Through Teaching Specific Subskills and Strategies: Creating Pre-, While-, and Post-Reading Activities

Reading instruction is a fundamental aspect of education, as it lays the foundation for students to develop essential literacy skills. Teaching specific sub-skills and strategies in reading is crucial for promoting comprehension and engagement among students. In order to effectively support students in their reading development, educators must create pre-, while, and post-reading activities that enhance their skills and understanding of the text.

The pre-reading phase involves preparing students for the text they are about to read by activating prior knowledge, introducing key vocabulary, and setting purposes for reading. By engaging students in activities that build background knowledge and generate interest in the text, teachers can help students better comprehend and engage with the material.

During the reading phase, teachers can implement various strategies to support students as they interact with the text. These strategies may include predicting, questioning, summarizing, and visualizing. By actively engaging with the text through these strategies, students can monitor their comprehension and make connections between the text and their own experiences.

After reading, teachers can facilitate post-reading activities that help students reflect on and extend their understanding of the text. These activities may include discussions, writing responses, or completing comprehension tasks. By engaging in these activities, students

deepen their comprehension, develop critical thinking skills, and make personal connections to the text.

Incorporating specific sub-skills and strategies into reading instruction is essential for supporting students at all levels of proficiency. By providing explicit instruction in decoding, fluency, vocabulary, and comprehension strategies, teachers can empower students to become skilled readers who are able to navigate complex texts with confidence and understanding.

Overall, creating pre-, while, and post-reading activities that focus on teaching specific sub-skills and strategies is essential for promoting comprehension and engagement among students. By adopting a balanced approach to reading instruction that incorporates these elements, educators can support students in developing the literacy skills necessary for success in school and beyond.

Teaching specific sub-skills and strategies in reading is a critical component of literacy instruction that can significantly impact students' comprehension and engagement with texts. By focusing on decoding, fluency, vocabulary, and comprehension strategies, educators can help students develop the necessary skills to become proficient readers. In addition, creating pre-, while, and post-reading activities can enhance students' understanding of texts and promote deeper engagement with the material.

Decoding is the ability to translate written language into spoken language. It is a foundational skill that enables students to recognize and sound out words accurately. Teaching decoding strategies, such as phonics and word analysis, helps students break down unfamiliar words and improve their reading fluency. By incorporating activities that focus on decoding skills, teachers can support students in becoming more confident readers who can tackle challenging texts with greater ease.

Fluency is the ability to read text accurately, quickly, and with expression. Developing fluency is essential for building reading comprehension and engagement. Teachers can help students improve their fluency by providing opportunities for repeated readings, modeling fluent reading, and using strategies such as choral reading and reader's theater. By incorporating fluency-building activities into reading instruction, educators can help students become more proficient readers who can read with greater speed and expression.

Vocabulary is another critical sub-skill that impacts reading comprehension. A strong vocabulary enables students to understand the meaning of words within a text and make connections between new words and their existing knowledge. Teaching vocabulary strategies, such as context clues, word roots, and word relationships, can help students expand their word knowledge and improve their comprehension of texts. By incorporating vocabulary-building activities into reading instruction, teachers can support students in developing a robust vocabulary that enhances their overall reading skills.

Comprehension is the ultimate goal of reading instruction, as it involves understanding and making meaning of the text. Teaching comprehension strategies, such as predicting, questioning, summarizing, and visualizing, helps students engage with the text on a deeper level and make connections between what they are reading and their own experiences. By providing explicit instruction in comprehension strategies and incorporating activities that promote active engagement with the text, educators can help students develop critical thinking skills and become more proficient readers.

In order to effectively support students in developing these sub-skills and strategies, educators must create pre-, while, and post-reading activities that scaffold their learning and promote deeper engagement with texts.

Pre-reading activities are designed to prepare students for the text they are about to read by activating prior knowledge, introducing key vocabulary, and setting purposes for reading. These activities help students build background knowledge, generate interest in the text, and establish a purpose for reading. Pre-reading activities may include brainstorming related ideas, discussing relevant topics, previewing the text's features, or making predictions based on the title or illustrations. By engaging students in pre-reading activities, teachers can help them connect their prior knowledge to the text and develop a framework for understanding the material. Teaching specific sub-skills and strategies in reading through pre-, while, and post-reading activities is crucial for supporting students' literacy development and fostering a love of reading. By incorporating these elements into reading instruction, educators can help students build the foundational skills they need to become proficient readers who are able to comprehend, analyze, and interpret a wide range of texts effectively.

While-reading activities are implemented during the reading process to support students as they interact with the text. These activities help students monitor their comprehension, make connections between the text and their own experiences, and engage with the material in meaningful ways. While-reading activities may include asking questions, making predictions, summarizing key points, visualizing events or characters, or identifying main ideas and supporting details. By incorporating these activities into reading instruction, teachers can help students actively engage with the text and deepen their understanding of the material.

Post-reading activities are designed to help students reflect on and extend their understanding of the text after they have finished reading. These activities encourage students to think critically about the text, make personal connections to the material, and synthesize their learning. Post-reading activities may include discussions about the text, writing responses or reflections, completing comprehension tasks or graphic organizers, creating summaries or visual representations of key ideas, or engaging in extension activities that connect the text to real-world contexts. By engaging in post-reading activities, students deepen their comprehension, develop critical thinking skills, and make connections between the text and their own experiences.

Incorporating specific sub-skills and strategies into reading instruction through pre-, while, and post-reading activities is essential for promoting comprehension and engagement among students. By providing explicit instruction in decoding, fluency, vocabulary, and comprehension strategies and creating opportunities for students to practice these skills through a variety of activities, educators can empower students to become skilled readers who are able to navigate complex texts with confidence and understanding.

In conclusion, teaching specific sub-skills and strategies in reading, along with creating pre-, while, and post-reading activities, is a critical component of literacy instruction that can significantly impact students' comprehension and engagement with texts. By focusing on decoding, fluency, vocabulary, and comprehension strategies, educators can help students develop the necessary skills to become proficient readers. In addition, incorporating pre-,

while, and post-reading activities can enhance students' understanding of texts and promote deeper engagement with the material.

Decoding is a foundational skill that enables students to recognize and sound out words accurately. By teaching decoding strategies such as phonics and word analysis, educators can help students break down unfamiliar words and improve their reading fluency. Fluency, on the other hand, is the ability to read text accurately, quickly, and with expression. Developing fluency is essential for building reading comprehension and engagement. Teachers can support students in improving their fluency by providing opportunities for repeated readings, modeling fluent reading, and using strategies such as choral reading and reader's theater.

Vocabulary is another critical sub-skill that impacts reading comprehension. A strong vocabulary enables students to understand the meaning of words within a text and make connections between new words and their existing knowledge. Teaching vocabulary strategies such as context clues, word roots, and word relationships can help students expand their word knowledge and improve their comprehension of texts. Comprehension is the ultimate goal of reading instruction, as it involves understanding and making meaning of the text. By teaching comprehension strategies such as predicting, questioning, summarizing, and visualizing, educators can help students engage with the text on a deeper level and make connections between what they are reading and their own experiences.

Creating pre-reading activities helps prepare students for the text they are about to read by activating prior knowledge, introducing key vocabulary, and setting purposes for reading. These activities help students build background knowledge, generate interest in the text, and establish a purpose for reading. While-reading activities are implemented during the reading process to support students as they interact with the text. These activities help students monitor their comprehension, make connections between the text and their own experiences, and engage with the material in meaningful ways. Post-reading activities are designed to help students reflect on and extend their understanding of the text after they have finished reading. These activities encourage students to think critically about the text, make personal connections to the material, and synthesize their learning.

Incorporating specific sub-skills and strategies into reading instruction through pre-, while, and post-reading activities is essential for promoting comprehension and engagement among students. By providing explicit instruction in decoding, fluency, vocabulary, and comprehension strategies and creating opportunities for students to practice these skills through a variety of activities, educators can empower students to become skilled readers who are able to navigate complex texts with confidence and understanding.

Overall, teaching specific sub-skills and strategies in reading through pre-, while, and post-reading activities is crucial for supporting students' literacy development and fostering a love of reading. By incorporating these elements into reading instruction, educators can help students build the foundational skills they need to become proficient readers who are able to comprehend, analyze, and interpret a wide range of texts effectively.

In conclusion, teaching specific sub-skills and strategies in reading and creating pre-, while, and post-reading activities are essential components of effective literacy instruction. By focusing on decoding, fluency, vocabulary, and comprehension strategies, educators can support students in developing the skills they need to become proficient readers. Additionally,

incorporating pre-, while, and post-reading activities helps deepen students' understanding of texts and promotes active engagement with the material. By integrating these elements into reading instruction, educators can empower students to become confident readers who can comprehend and analyze texts effectively. Teaching specific sub-skills and strategies in reading through pre-, while, and post-reading activities is crucial for supporting students' literacy development and fostering a love of reading. By incorporating these elements into reading instruction, educators can help students build the foundational skills they need to become proficient readers who are able to comprehend, analyze, and interpret a wide range of texts effectively.

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