Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

D 17 - READING AND REFLECTING ON TEXTS

Semester – IV

Credits: 02

Marks: 50 (Internal)

Contact Hours: 15 Weeks

**Introduction**

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give the student teacher an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

**Learning Outcome**

After completing the course student-teachers will be able to

* Reflect upon current level of literacy skills of the self.
* Show interest and begin working upon basic skills required to be active readers in
control of own comprehension.
* Show interest and begin working upon basic skills required to be independent writers
understanding adequate intent, audience and organization of the content.
* Prepare self to facilitate good reading writing in students across the ages.
* Find reading writing as learning and recreational tools rather than a course task.

**Unit 1: Reflections on Literacy and Reading comprehension (10 hours)**

1. Approach to language education and literacy in the foundational stage
2. Role of Literacy in Education, Career and Social Life
3. Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning
Making
4. Developing Good Reading Skills and Habits in Primary Level Students: Activities
and Strategies
5. Basic Understanding of literacy and Reading Comprehension of Children with special needs

**Unit 2: Skill Development in Responding to Text (10 hours)**

1. Practicing Responses to Text: Personal, Creative and Critical
2. Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
3. Practicing Responding to Text (Using the Indicators) for Recreational Reading
Material (Narrations) and School Textbooks (Description)
4. Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents
and News (Expositions) and Editorial, Academic Articles, Advertisement Copy,
Resume (Argumentation)
5. Practicing Web Search, Rapid Reading and Comprehensive Reading

**Unit 3: Reflecting Upon Writing as a Process and Product (10 hours)**

* 1. Understanding writing as a Process: Content (Intent, Audience and Organization)
	2. Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
	3. Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Hand writing & neatness, Text Organization and Literary Richness
	4. Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
	5. Practicing Daily Living Writing: Applications/ Agenda - Minutes/ Note Taking

**Course Work/ Practical/ Field Engagement**

* Have a peer editing of independently written essays and discuss your reflections upon
this experience
* Prepare a feedback form for parents and for teachers focussing on differences in the
two forms due to different intent and audience
* Develop a short journal of graphical representation of 3 newspaper articles on school
education using the options given in 2.4
* Visit a book store for young children, go through the available reading material
including exercise books, puzzles. etc. and make a list of useful material for
developing early literacy skills

**Essential Readings**

* Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of
Readers: The report of the commission on reading. Washington, DC: National
Institute of Education and the Center for the Study of Reading.
* ASER report of 2015: Pratham Publication
* May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
* McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading.*Heinemann Educational Books.
* NCERT (2022),”National Curriculum Framework for Foundational Stage’. Pp. 70-80.
* Tovani, C., & Keene.E.O. (2000). I *Read It, but I Don't Get It: Comprehension
Strategies for Adolescent Readers.* Stenhouse Publishers
* Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing
House: New Delhi.

**Suggested Readings**

* Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and
Bacon: Boston
* Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
* McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill:
New Jersy
* Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several
Key Findings. *IES 3rd Annual Research Conference: American Speech Language &
Hearing Association (ASHA).*
* Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
* Gallangher.K. (2004). *Deeper Reading: Comprehending Challenging Texts.*Stenhouse Publishers
* Heller, R. (1998). Communicate clearly. DK Publishing: New York.
* Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with
Hearing Impairment. *High Beam*
* May, F. B. (1998). Reading as communication. Merrill: New Jersy
* Miller. D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary
Grades.* Stenhouse Publishers, New York.
* Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language
teaching in English.Nityanutan Prakashan, Pune.
* Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

**Keywords: Reflection, Content,Process, Product**