

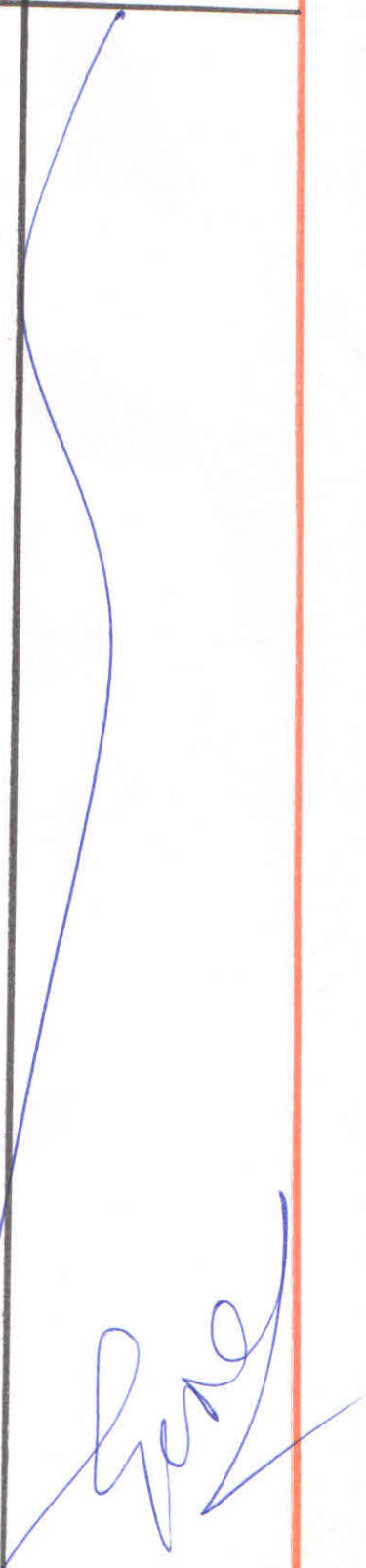
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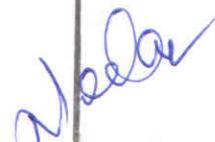
READING AND
REFLECTING
ON TEXT

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B.Ed. Ist Year

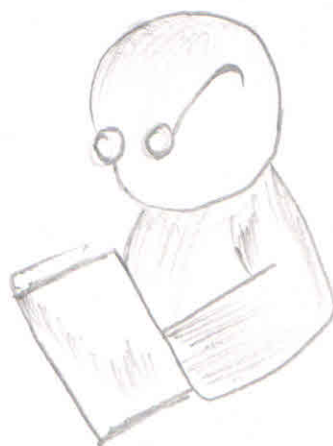
INDEX

S.No.	TOPICS	Page No.	Signature
1	Reading - Meaning & Definition	1	
2	Type of Reading	8	
3	Mechanics of Reading	11	
4	Strategies to Develop Reading Skills	13	
5	Acquisition of Reading	16	
6	Reading for Global & Local Comprehension	17	
7	Elements of Reading	19	
8	Reading Wide variety of Texts	20	
9	Attentive Reading / Close Reading	31	
10	Critical Reading	32	
11	Ways of Reading - Pre Reading	33	
12	During Reading	34	
13	Post Reading	35	
14	Writing skill	36	
15	Mechanics of writing	38	
16	Scripts of writing	39	



17	Writing for specific purpose	40
18	Process of writing	41
19	Recognizing error as a part of learning process	43
20	Controlled composition	44
21	Guided composition	45
22	free composition	45
23	Editing the Written text	46
24	Understanding the concept of Reflecting writing	47
25	Reflective writing on B.Ed 2 year programme	48
26	Types of Texts.	49-50

READING SKILLS



READING SKILLS

Meaning :- Reading is a very important aspect of the education. Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. Reading consists of three elements. These three elements are symbols, the sound and the sense. The combination of all these three is the meaningful reading.

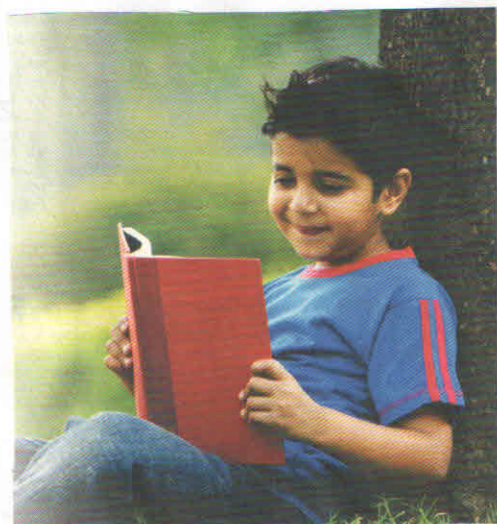
Definition of Reading :-

"Reading maketh a full man"

— According to Lord Bacon

"Reading is a form of experience. Reading brings in contact with the mind of great authors with the written account of their experiences, their recorded lives and the advancement made by them in various fields."

— According to W.S. Gray.



Objective of Teaching Reading Skills

- Teaching of reading skill has the following objectives.
- To enable the learners to pronounce the words correctly.
- To enable them to understand the meaning of the words and the sentences.
- To enable them to read with comprehension.
- To enable them to read with fluency and speed.
- To develop appreciation ability of students.
- To develop the interest of the students in literature.
- To give reading practice to the students.
- To enable them to interpret sentences of paragraph.

What is Reading skill and its Significance?

Reading skill refers to the ability to understand written text. It is advisable to develop this skill at early age of schooling.

When students comprehend or understand written text, and combine their understanding with prior knowledge.

Identify simple facts presented in written text. (literal comprehension).

Make judgements about the written.

Text's content (evaluation comprehension) connect the text to other written passages and situations (inferential comprehension)

The development of these reading skill is vital to children's development and a volume of students has demonstrated.

There are many benefits of enjoying children in reading from the early age.

This is so because the development of reading is a key to future success both in school and in life.

COMPONENTS OF READING

1. Phonemic Awareness, letter knowledge

Phonemic awareness and letter knowledge account for more of the variation in early reading and spelling success than general intelligence or listening comprehension.

They are the basis for learning and alphabetic writing system.

2. The Alphabetic code: Phonics and Decoding

In addition to phoneme awareness and letter knowledge of sound symbol associations

4

is vital for success in first grade and beyond. Accurate and fluent word recognition depends on phonics knowledge. The ability to read words account for a substantial proportion of overall reading success even in older readers.

3. Fluent, Automatic Reading of Text -

Beginning readers must apply their decoding skills to fluent automatic reading of text. Children who are reading of text with adequate fluency are much more likely to comprehend what they are reading. Thus the concept of independent reading level is important - it is that level at which the child recognizes more than 95 percent of the words or can read without laboring over decoding. Poor readers often read too slowly. Some of them have a specific problem with fluent, automatic text reading even though they have learned basic phonics.

4. Vocabulary :- Knowledge of word meanings is critical to reading comprehension. Knowledge of words support comprehension and wide reading enables the acquisition of word knowledge. At school age, children are expected to learn the meaning of words at the rate of several thousand per year.

Networks of words, tied conceptually are the foundation of productive vocabulary. Key is developing this foundation is active processing of words meanings which develops understanding of words and their uses, and connections among words and their uses and connections among word concepts.

5. Text Comprehension :- The undisputed purpose of learning to read is to comprehend. Although children are initially limited in what they can read independently comprehension instruction can occur as soon as they enter school.

Comprehension depends, firstly on a large working vocabulary and substantial background knowledge. Even before children can read for themselves teachers can build this vital background knowledge. Teacher can build this vital background knowledge by reading interactively and frequently to children from a variety of narrative and expository texts.

6. Written Expressions :- Reading and writing are two sides of the same coin. Both depends on fluent understanding and use of language at many levels.

Each enhances the other from first grade onward children benefits from almost daily opportunities to organise, transcribe and edit their thought in writing.

A variety of writing assignments appropriate to their abilities is desirable including production of narratives and exposition while they are building the skills of letter formation, spelling and sentence generation. Children also should be taught to compose in stage generating and organizing ideas, initially with a group or partner producing a draft, sharing ideas with others for the purpose of gaining feedback.

7. Spelling and Handwriting:-

Recent research supports the premise that written composition is enhanced by mastery of the component skills of spelling and writing just as reading comprehension is supported by mastery of fluent word recognition. Fluent accurate letter formation and spelling are associated with students production of longer and better organized compositions. Word usage, handwriting, punctuation and capitalization.

7

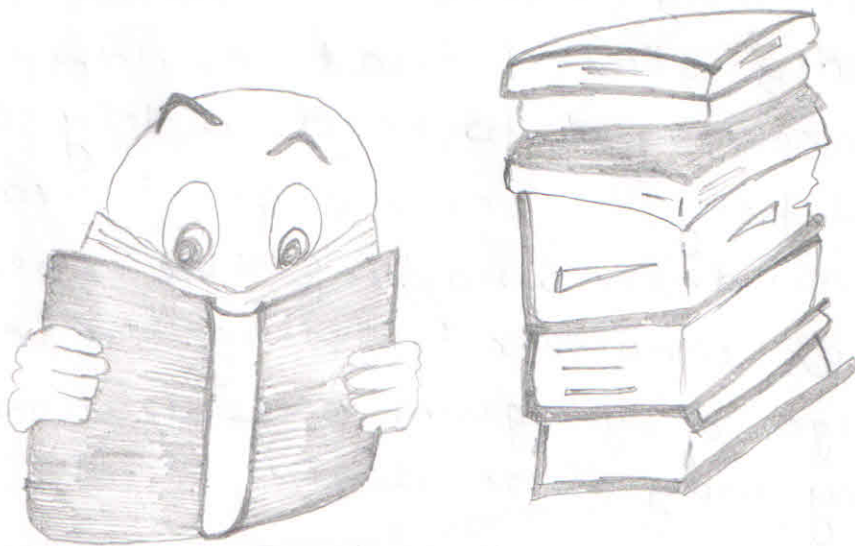
and spelling are the necessary conventions of written expression that must be taught alongside strategies for composing.

8. Motivating children to Read and developing their literacy horizons :-

As we have emphasized earlier a successful teacher of beginning reading generates enthusiasm and appreciation for reading. Research reviews have repeatedly stated that children who are encouraged to read widely are more likely to become good readers than children who lack the experiences. Teachers who are pugging the technical challenges of program organizations and delivery may lose sight of the fact that purposeful reading and writing is the goal of introduction.

Team and school initiative to promote a love of books and wide reading should be ever present.

Reading quickly for the general idea



TYPE OF READING

There are mainly four types of Reading.

- Skimming
- Scanning
- Intensive
- Extensive

SKIMMING

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. You might typically do this with a magazine or newspaper and would help you mentally and quickly shortlist those articles which you might consider for a deeper read. You might typically skim to search for a name in a telephone directory.

You can reach a speed count of even 100 words per minute if you train yourself well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

Reading quickly for specific information



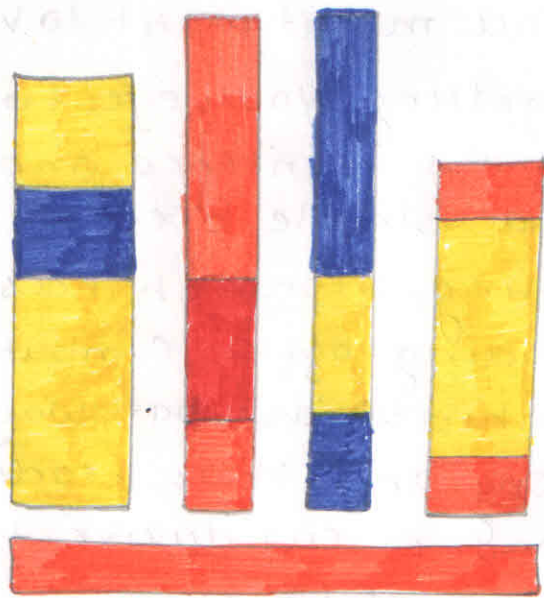
SCANNING

Picture yourself visiting a historical city guide book in a land. You would most probably just scan the guide book to see which site you might want to visit.

Scanning involves getting your eyes to quickly settle across a sentence and is used to get just a simple piece of information. Interesting research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts.

Something students sometimes do not give enough importance to is illustrations. These should be included in your scanning.

Special attention to the introduction and the conclusion should also be paid.



Intensive Reading

Reading slowly and more carefully to understand everything

INTENSIVE

You need to have your aims clear in mind when undertaking intensive reading. Remember this is going to be for more time consuming than scanning or skimming. If you need to list the chronology of events in a long passage you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover help with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory.

This is one reason why reading huge amount of information just before an exam does not work very well.

EXTENSIVE

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of you. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary you are breaking your concentration and directing your thoughts.

MECHANICS OF READING

Skillful Reading Requires—

- A minimum number of fixations to a line of type.
- Wide eye span which encompasses phrases and thought sequence rather than isolated word.
- A complete absence of lip movement
- Infrequent Regressions

Eye Movements:-

- + Move the eyes consistently forward, regularly and rhythmic pick up group of words rather than isolated word.
- + Practice quick and rhythmic return from the end of the line to the beginning of the next.
- + Practice reading a column of newsprint, restricting yourself to only two fixation per line. Keep in mind that the length of fixations and space is determined by the type of material you are reading.

VOCALIZATION

Place the forefinger on your lips and your thumb other fingers on your larynx.

Practice reading with your mouth tightly closed, attempt to restrict movement of the larynx tongue and lips.

check to see whether you are actually "hearing" words as you read, this is another form of vocalization which can be eliminated only through determination to use only your eyes and the meaning centers of your Brain.

Monitoring Comprehension

Do I understand
What I am reading?



Yes

Keep
going

No

Stop
and
Fix it!

REGRESSIONS -

- * Regressions often occur because you are attempting to take such long spans that you miss essential words & relationships. If this is noticeable in your reading, shorten the span.
- * Read so fast in easy materials that there is no time for regression.
- * Recognize the fact at all times that some regression is necessary to establish relationships within the selections which you are reading.

STRATEGIES FOR READING

MONITORING COMPREHENSION -

Students who are good at monitoring their comprehension know when they understand what they read & when they do not. Research shows that instruction, even in the early grades can help students become better at monitoring their comprehensions.

Comprehension monitoring instruction teaches students to be.

- Be aware of what they do understand
- Use appropriate strategies to resolve problems in comprehension.

METACOGNITION -

Metacognition can be defined as thinking about 'thinking'. Good readers use metacognition strategies to think about and have control over their Reading. Before Reading they clarify their purpose during reading they monitor their understanding.

CONNECTING -

Linking what's in the text to personal experience, world events or other texts.

QUESTIONING -

Actively wondering about the text watching for under uncertainties in it and interrogating the text and the author.

INFERRING -

Predicting, hypothesizing, interpreting and drawing conclusions and the text.

RECOGNIZING STORY STRUCTURE -

In story structure instruction, students learn to identify the categories of content often, students learn to

recognize story structure through the use of story maps. Instructions in story structure improves students comprehension.

SUMMARIZING-

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in

summarizing helps students to:-

- Identify or generate main Ideas
- Connect the main or central Ideas
- Eliminate unnecessary Information
- Remember What they read.

ACQUISITION OF READING

Reading is an active process in which the reader is involved in getting at the message which is called decoding. (so the reader is a decoder).

that the writer the encoded has been able it put (an encoder through the writer text). Now the message conveyed by the text if understand this process with the help of following and interpreted by the decoder only after reader so thus communication is achieved. we can understand this process with the help of diagram, that reading involves active participation of the reader / decoder is understanding the message The writer / encoder has conveyed.

Encodes the message for the listener or decoder to hear it. The decoder message for the listener intended makes the crystal clear that the reader or listener who is decoding the message is not passive at all.



Global Comprehension

Reading for Global & Local Comprehension

Reading is not only a mechanical skill. We gain a lot of knowledge and seek pleasure if we are able to develop the reading skills properly. Reading with comprehension opens a gateway to attainment of knowledge of diverse kinds. "Comprehension" is sometimes given a wrong meaning to some it means simply to write some answers to questions based on a program. This is a misconception. The term 'Reading' comprehension means reading which means good reading is one when a learner is able to clearly make or what one is reading. The comprehension questions are of two types:-

- (i) Global
- (ii) Local.

Global Comprehension:-

These questions are meant for testing the overall understanding of the paragraph read by the learner.

Local Comprehension:-

The aim of such type questions is to find out of what extent the learner has been able to understand the important point in the Reading Material.

The comprehensive Questions are -

- 1) factual Questions:- on a factual Comprehension question the learner is expected to decide which part of the content was the answer by the learners of the question.
- 2) Inferential Questions:- These questions are such as can be answered by the learners after drawing some inferences on the basis of his/her reading of the material provided.
- 3) Evaluation Questions:- The learner is expected to be critical and answer such questions on the basis of his/her point of view.

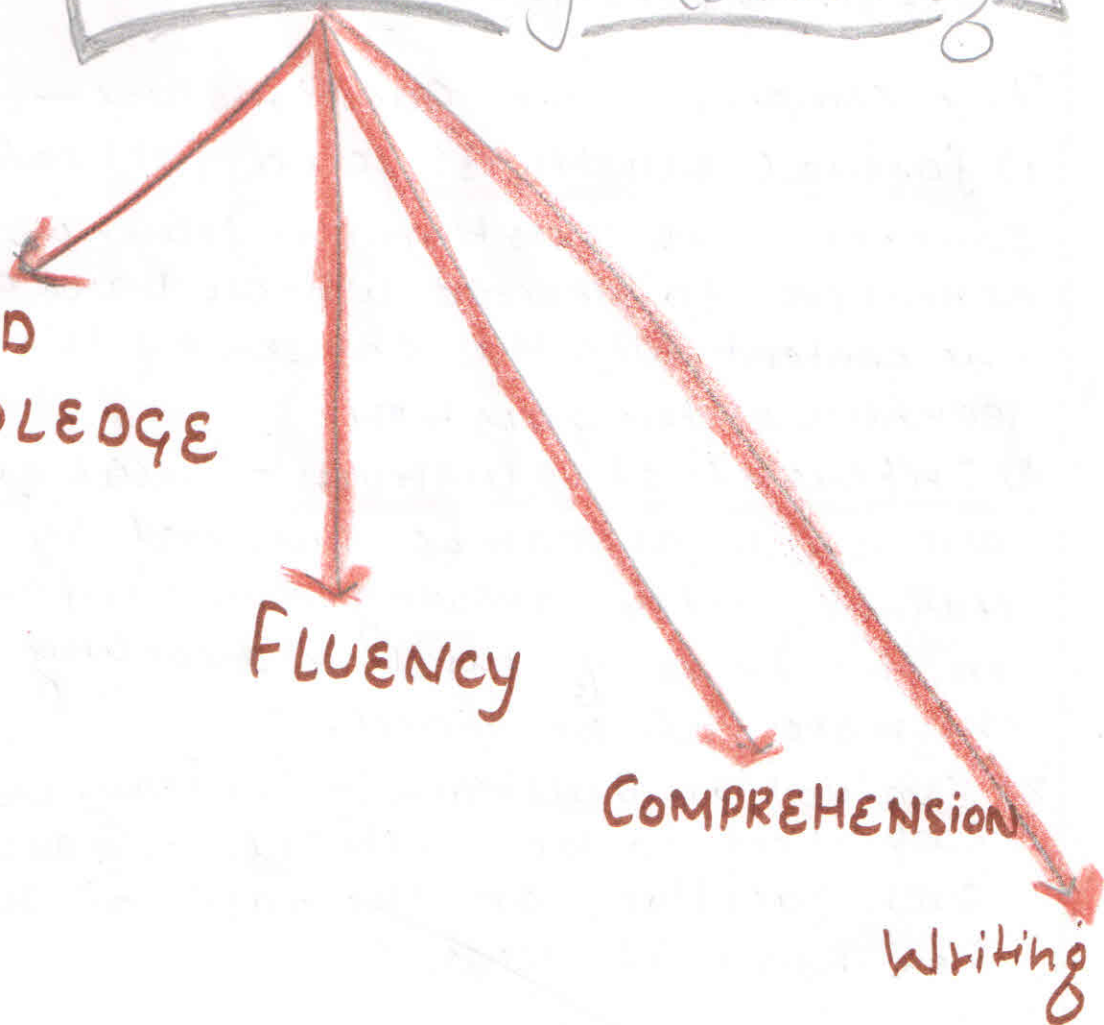
Elements of Reading

WORD
KNOWLEDGE

FLUENCY

COMPREHENSION

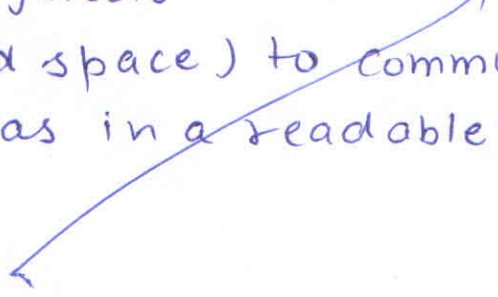
Writing



ELEMENTS OF READING

Reading skills involves four elements

- 1) Word Knowledge:- Word knowledge involves the 3's that is spelling, sense and speaking.
- 2) fluency:- It is defined as the ability to read with speed accuracy and proper expression, fluent reader read in phrase a old innovation.
- 3) Comprehension:- It is the ability to read text, process it understand its meaning fully.
- 4) Writing:- It is the process of using symbols (letters or alphabets punctuation and space) to communicate thoughts or ideas in a readable form



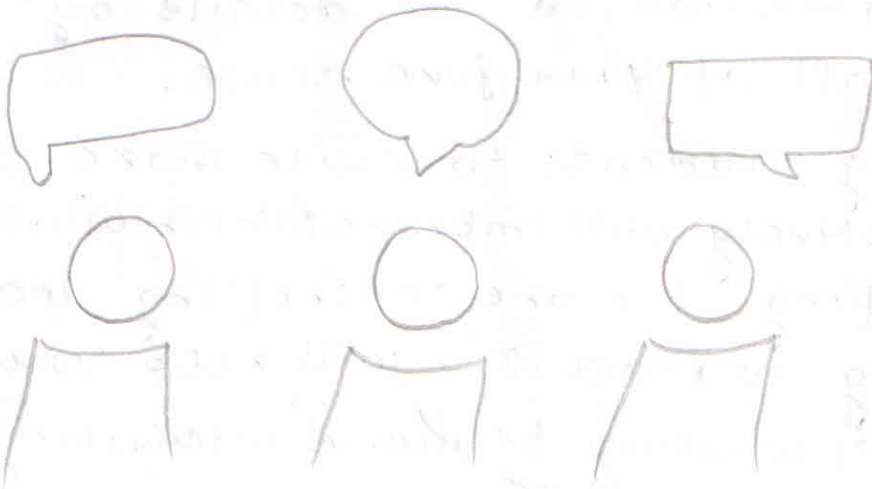
READING A WIDE VARIETY OF TEXTS

Description

The primary purpose of description writing is to describe a person, place, thing in small such a way that a picture is formed in the readers mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five sense.

Teaching students to write more descriptively will improve their writing by making it more interesting and enjoying to read. It will help your students writing be more interesting and full of details.

It Encourage students to use new vocabulary words which can enhance their way of style of speaking. And also it can help the students to clarify their understanding of subject matter material.



CONVERSATION

CONVERSATION

Conversation is an interactive communications b/w two or more people. The development of conversations skill and etiquette is an important part of socialisation.

The development of conversational skills in a new language is a frequent focus of language teaching and learning.

Conversation analysis is a branch of sociology which studies the structure organisation of human interaction with a more specific focus on conversational interaction. Conversations may be the optional form of communication depending on the participants intended end. Conversation may be ideal when eg - each party desires a relatively equal exchange of information or when the parties desire to build social ties.

Conversation is the most basic and widespread linguistic means of conducting human affairs. Because of the pervasive everyday nature of conversing into scientific study has proved particularly complex. It has been difficult to obtain acoustically clean, natural samples of spontaneous.

NARRATIVE

Narrative text includes any type of writing that relates a series of events and includes both fiction and non-fiction. Both forms tell story that use imagination language and express emotions often through the use of imagination, metaphors and symbols as well. Students need to know how narrative text works and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain to gain and hold a reader's interest and attention. However, writers of memoirs and the novels often relate complex stories that examine universal ideas, events and issues. In addition, speakers, advertisers and politicians use stories to persuade us to accept or reject an idea.

Narrative is found in all forms of human creativity and entertainment including speech, literature, theatre, music and song etc.

Biographical Sketch

Biographical sketch means an account of the life and activities of an individual or family. It would include information about the person's means place or residence, education occupation life and activities and other important details. A Biographical sketch is always written by someone else except the person on whom it is written. Biographical sketch tells a lot of interesting facts about the person. It tells about the age on which he lived. Biographical sketch also tells about the life of that person and about his accomplishments.

A Biographical sketch includes:-

- Where did this person live?
- What happened to them often the war?
- What did they die?
- How did people remember them?
- Did they have child.
- To whom they married.
- What did they do for a living?



PLAY

A play is a form of literature written by a playwrights usually consisting of dialogue or singing between characters intended for theatrical performances rather than just reading. Play are performed at a variety of levels from Broadway, off Broadway as theatre to community theatre, as well as university or school product is there are more dramatists nobody George Bernard Shaw who have had little preference as to whether their "play" can refer to both the written texts of playwrights and to their compition theatrical performance. The term 'play' can either a general term or more specifically refers to a non-musical play, sometimes the term 'straight play' is used in contrast to musical, which refers to a play based on music.

POEM

Poem has a long history dating back to prehistorical time with the creation of hunting. Poetry in Africa and panegyric poetry were developed extensively throughout the history of empires of the Nile, Niger and Volta River valleys.

Poem uses forms and conventions to suggest differential interpretation to words or to evoke emotive responses. Devices such as onomance, alliteration, onomatopoeia and rhythm are sometimes used to achieve musical and incantatory effects. The use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leaving a poem open to multiple interpretations.

Some poetry types are specific to particular culture and genres and respect to characteristics of the language in which the poet writes.

LETTERS

A letter is one person's written message to another one pertaining to some matter of common concern. Letters have several different types.

Formal Letters ^{xxxx}:- A letter is one written in a formal and ceremonious language and follow a certain stipulated format. Such letters are written for office purposes, to authorities, colleagues senior etc, and not to personal contacts friends or family.

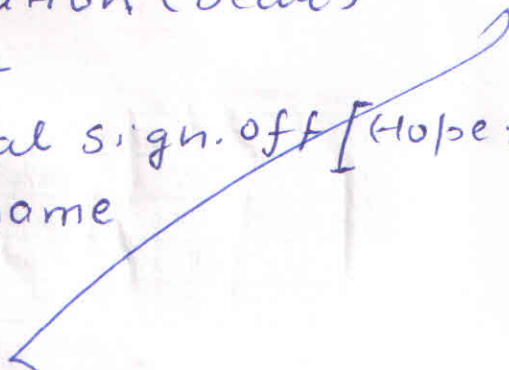
Informal Letters ^{xxx}:- Informal letters are written to close acquaintance of the writer of letters to their friends

Format of formal letters -

1. Sender's address
2. Date
3. Address of the Addressee
4. Salutation (sir/mam)

- 27
5. Subject
 6. content. (i) Introduction
ii) Body (iii) conclusion
 7. Signatory (Yours faithfully)

Format of Informal Letters

1. Sender Address
 2. Date
 3. Salutation (Dear)
 4. Content
 5. Informal sign. off [Hope to see you soon]
 6. Your name
- 



Screenplays

A screenplay or script is a written work by screenwriters for a film, television program or video game.

These screenplays can be original works or adaptations from existing pieces of writing. In them, the movement actions, expression & dialogues of the characters are also narrated.

A screenplay writer for (play) television is also known as a teleplay.

Screenplays and teleplay use a set of standardizations beginning with proper formatting. These rules are in part to serve the practical purpose of making scripts uniformly readable "Blueprints" of movies and also to serve as a way of distinguishing a professional from an amateur.

REPORT

A document that presents information in an organized format for a specific audience and purpose. Although summaries of reports may be delivered orally, complete reports are almost always in the form of written documents.

In modern business scenario, reports play a major role in the progress of business. Reports are the backbone to the thinking process of the establishments and they are responsible to a great extent in evolving an efficient or inefficient work environment. The significance of report includes.

- Report present adequate information on various aspects of the business.
- All the skills and knowledge of the professionals are communicated through reports.
- A well balanced report also help in problem solving.
- Report communicate the planning matter regarding an organisation to the masses.

News Reports



News Reports

News reports are found in newspapers & their purposes is to inform readers of what is happening in the world around them. News Reports have a certain structure that you need to follow.

This str. is sometimes called the inverted Pyramid.

News reports begin with a catchy Headline the lead Paragraph informs the readers of the most important aspects of the story that people read use the 5W+1H rule.

- WHO (is involved)
- WHAT (took place)
- WHEN (did it take place)
- WHERE (did it take place)
- WHY (did it happen)
- How (did it happen)
- The body of the Newsreports gives more details and provides more information about the why & How of the story.

The TAIL contains the less important information which is often omitted by the newspaper.



ATTENTIVE / CLOSE READING

Attentive / close Reading is an interaction that involves observation and interpretation between the readers and text.

It means reading and understanding about the ideas that a text sets out.

Timothy Shanahan defines close Reading as an intensive analysis of a text in order to come to know terms with it means. Suddenly don't know how to do close or attention reading and for many purposefully re-reading isn't a habit. So close Reading lessons incorporate.

→ Short texts that are read and re-read for different purposes to deeper understanding.

Minimal front loading so that students do the "heavy lifting" of comprehension and analysis / though depending on the readers experience with the text whether that analysis, evaluation synthesis building of the idea that every time we read we enter a conversation.

CRITICAL READING

Critical reading is a form of language analysis that does not take the given text at the face value but involves a deeper examination of the claim put forth as well as the supporting point and possible counter-arguments. The ability to reinterpret and reconstruct for improved clarity. The identification of possible ambiguities and flaws in the author's reasoning in addition to the ability to address them comprehensively are essential to this process. Critical

Reading much like academic writing requires the linkage of evidential point to corresponding arguments.

As acknowledged by a no. of scholars & writers it is the reader who give a particular shade to a piece of writing in the words of John Stenbeck - "a story as many version as it has Readers."

Some strain the story through their mesh of prejudice and some point it with their own delight.

Characteristic features of Critical Reading:-

- Critical Reading is an important precedure to critical writing the most characteristic feature of critical reading are:-
- Examine the evidence or arguments presented in the writing
- Check out only influences on the evidence or arguments.
- Check out the limitation of study design.
- Examine the interpretations made.

Ways of Reading:-

Your students to get the most out of their work you shouldn't just throw a book at them. Instead carefully constructed pre Reading, Reading and post reading activities allow you to check for understanding help increase interest.

Pre-Reading:-

Research has shown that pre-civing the text in anyone or all of the follow ways can to your innolvemments with the text set a purpose for Reading & make a notes.

34

Make predictions about topics ideas and issues the text will cover how the author will communicate.

Ask Questions before you begin to read that you hope the text will answer

Preview the vocabulary quickly skim or scan the text for unfamiliar vocabulary or then try to determine the meaning from the context.

During Reading:-

Looking for specific clues in the text to extract the author's meaning or purpose for communicating will strengthen your skill as a reader. order of reading that text will help you understand its global meaning before you go on to read the whole text in details i.e. title /

heading, subheading, first paragraph last paragraphs first line of each paragraph, last one. Attending to the different element in the text pay attention to what the author is trying to communicate how does the author use language to convey meaning. Guessing when you come to word that you don't know try to guess meaning from the context.

POST-READING

After Reading go back to your initial pre-reading activities & fill in the gaps. to a detailed analysis of the text.

Evaluate - provide an opinion on how effective the author has been in carrying out the purpose of the writing & what ways he has been successful at accomplish task.

Map - create a map of different ideas in the text starting with the main theme in the centre & building off it to test the related & supporting details. Answering your prereading questions try to answer your initial question to determine if the text provided you with the information you expected predicted or needed.

Return to initial predictions ask Yourself wheather the prediction you made above the context & plan of the text work confirmed.



WRITING SKILLS

INTRODUCTION

In teaching & learning of English there are four basic skills listening, speaking, reading & writing. Writing is the most important aspect of teaching a language. It is through writing a person is able to convey his thoughts or ideas to others who are not present there. Moreover writing makes the record permanent. When we say about writing it means we are talking about the handwritten text of person then we are discussing the writing style of a person then it includes or refers the process of collecting thoughts arranging them in a rational sequence & ultimately expressing them in accordance with recognised standards.

Good Handwriting

The handwriting of a person can be either good or bad. The characteristics of a good handwriting are distinctness

GOOD HANDWRITING

Friendship Quotes

You can tell a friend how you
feel without saying a word.

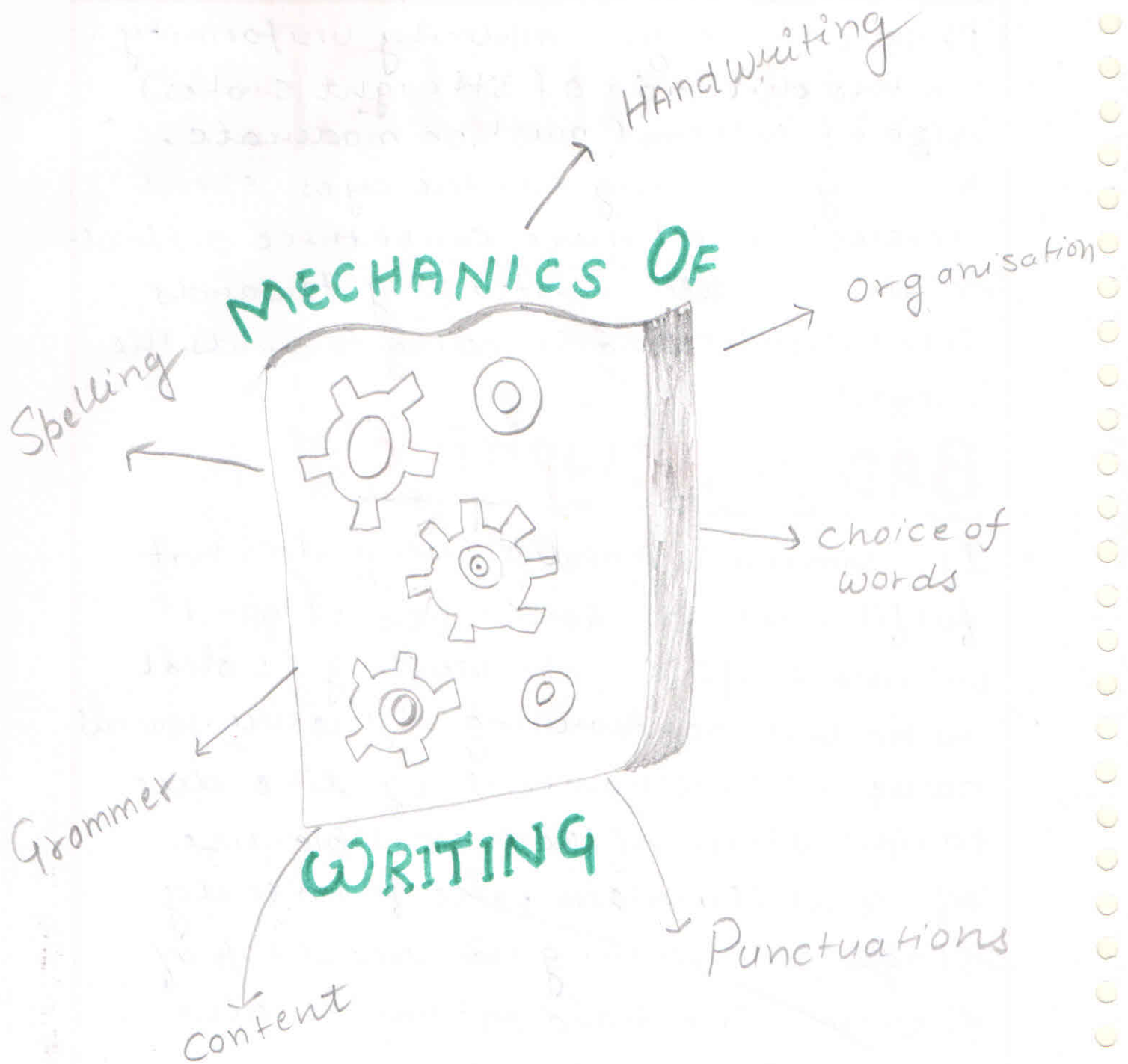
BAD HANDWRITING

We've often understood
that get in outfit like
here I know that

proper spacing, simplicity uniformity
(in the direction of straight strokes)
size of letters (must be moderate,
beauty, pleasing to the eyes, speed
letters style / there can be three difficult
styles of letters standing towards
left, vertical & standing towards the
right.

BAD HANDWRITING

If someone's handwriting does not
fulfil such characteristics of good
writing his/her handwriting is said
to be bad handwriting. there are several
causes of Bad handwriting like due
to limitation of Bad example use
of Ball / Fountain pens from early
stage. Bad ~~sitting~~ postures lack of
freedom for hand movements also
result in bad handwriting.



MECHANICS OF WRITING

Stroke and curves - The teaching of writing as an activity must go through some of the important stages which are as follows.

- (i) Stage I i.e. Pre writing stage - The purpose of this stage is to stimulate children's interest in writing and to have them gain some control over hand muscles & drawing or controlled drawing.
- (ii) Stage II i.e. writing stage:- After the above stage the students will now be in position to begin with the learning of the shapes of the letter of the alphabets. This script writing should be divided into groups leading the children from simple movements to complicated ones.
- iii) Word writing cards - After the students have learnt to move proper strokes and right shapes of letter the students may now be asked to practice the joining the letters to form words.
- iv) Sentence writing:- pupils may be given a sentence card each and a set of letters in multiple numbers. They put the same sentence in front of them and arrange the letters in the same order to frame the first word & then the second & then the next.

SCRIPTS Of WRITING



Cursive is fun to do because
it allows for artistic expression

SCRIPTS OF WRITING

The English letters have their origin in Roman script. At present English has three kind of scripts.

(i) Print script :- In this script letters are not joined together. It is a type of writing which is given in the text book of the students. There is lesser need of superimposition. It is easy for Beginners has beauty cleanliness & clarity.

(ii) Cursive writing - Also known as a running writing in it letters of a word are joined together by curves etc. It is form rhythmic & material the speed also it saves time & energy.

(iii) Round cursive script - It is also known as ~~marion~~ ~~Richardson's~~ script. In it only some letters are joined together. It is the combination of Both Print & cursive writing.

WRITING for Specific Purpose and Specific Audience

Written work has its own place utility and importance the process of learning while teaching write

teacher should not start from a, b, c upto z. The alphabets should not be taught as per the mental level of the child so that he develops an interest writing. The first lesson in teaching of writing are mean for teaching the mechanics of writing. The teaching of writing i.e. the mechanics of writing. The teaching of writing the mechanics of writing include knowledge as.

- (i) How to make strokes with proper hand movements.
- (ii) How to make the right shapes of letters
- (iii) How to give proper spacing b/w letters words & lines
- iv) How to use capital letters and other punctuation marks ~~the~~ right places.
- v) How to write in cursive hand writing.
- vi) How ~~to~~ learn the proper use of punctuation marks.
- vii) How to use movements of hands.

PROCESS OF WRITING

BRAINSTORMING

DRAFTING

CONFERENCING

MODIFYING

REVISING

EDITING

PUBLISHING

PROCESS OF WRITING

When a writer writes any composition he has to follow a process. Theorists have defined the writing process as different steps or stages that a writer goes through to produce a piece of writing. These are stages of Brainstorming, Drafting, Editing, Conferencing, modifying, Revising, Publishing.

Brainstorming → Drafting → Editing → Conferencing → modifying → Revising → Publishing.

Brainstorming → It is also known as pre-writing. The writer brainstorms to give ideas for writing. He plans for writing. He decides the types of writing & Audience.

Drafting → On this stage the writer writes his idea on paper. The purpose of rough draft for writer is to focus on his/her ideas and get them on paper without fear of making mistakes in grammar, spellings or paragraph structure.

Conferencing → It is the stage of writing in which writer discusses & shares their writing with an individual or group. It helps writer to improve his own writing.

modifying → At this stage the writer makes some modification in his/her writing.

Revising → Revision literally means to "see again" to look something from a fresh critical perspective. It is an ongoing process of Rethinking. Revision is a chance for a writer look critically.

Editing → the editing is distant from revision need to done after revising. the editing process make the final Readjustment a checks accuracy so that text is maximally accessible to the reader.

Publishing → The final step of writing process is Publishing. Publishing is the process of Production & dissemination of piece of writing the activity of making piece of writing available to general public.



Recognizing Error as part of

Learning Process

Mistakes can be excellent learning opportunities. It may seem contradicting to create situations where students would make mistakes purposefully. We might allow extra time for class problem solving can focus on more challenging examples.

How can we use learning errors to our advantage?

- (i) Instead of discouraging errors educators should find way to support individual learning process - Rather than praising intelligence, educators should focus on encouraging students to think of their mind flexible & support individual responsibility.
- (ii) Achieving mastery should be the goal - Professionals are essentially experts who after years of study have learned specific in a field.
- (iii) Use mistakes as part of a discovery process that engages students - Allowing time for individual exploration will create opportunities where failure may occur but they can be used as a tool.
- (iv) Use immediate feedback to reduce frustration - Immediate feedback from mistakes learning can actually be a powerful learning motivator.

CONTROLLED COMPOSITION

Controlled writing is the name given to writing exercise in which the final produce is linguistically determined by the teacher with blanks to be filled up by the students can be considered as exercise in controlled composition. In this type of writing work students more or less produce the structure of sentences. The vocabulary is provided by the teacher. There is no freedom on the part of students to construct sentences of their own.

Principals of Controlled Composition

- i) The Topic should be according to the mental level of the students.
- ii) The teacher explain the detail of the topic
- iii) The teacher prepare a guideline.
- iv) The vocabulary and structure are given by the teacher and students have to use them.

Guided Composition

Guided Composition is that in which the structure are given a lot of help by the teacher by way of structure & vocabulary item to be used by the students. Students cannot go beyond the given language items.

Exercise in guided composition range from writing a piece of composition with the help of substitution tables.

There is hardly any chance for a student making a mistake for the first three or four years. It is easier for the students to do consequently, the teacher has not to do much correction work.

FREE COMPOSITION

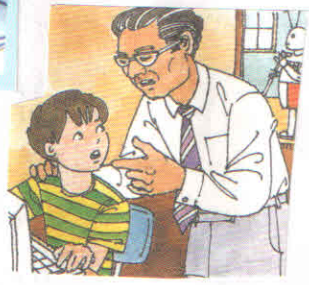
free composition means doing composition work freely & independently. Here the learner is free to use any thought structure & vocabulary. In free composition no guidance is provided by the teacher. It may also be called unguided composition. The exercise which students are generally asked to write at free composition stage are paragraph writing, letter writing etc.

EDITING

Editing is the process of reviewing and revising written content to improve clarity, accuracy, and style. It involves identifying errors, improving sentence structure, and ensuring the overall message is clear and concise. Editors may work on various types of documents, including books, articles, and reports.



EDIT



EDITING

EDITING THE WRITTEN TEXT

When you have revised a piece of written text for its content you are ready to check for its accuracy. This is called "Editing" and include checking grammar spelling punctuation & capitalization.

Discursive Analysis - It is a primarily linguistic study examining the use of language. moreover, identification of linguistic qualities of various genres vital for their recognise & interpretation together with cultural & social aspects which support its comprehension is the domain of discourse analysis.

Syntax - In linguistics Syntax is the set of rules principles & process that govern them the structure of sentence in a given language, usually including word order. The term Syntax is also used to refer. the study of such principles & processes.



PRACTICE

Develop Critical Thinking

UNDERSTANDING THE CONCEPT OF REFLECTIVE WRITING

Reflecting light is an analytical practice in which the writer describes a real or imaginary scene, interaction passing thought, memory, emotions situations in his/her by many reflective.

Keep in mind questions such as —

What did I notice?

What might I have done differently?

How has this change to me?

Features of Reflective writing.

- i) It interrogates practice, identify importance aspects of your reflections and writer there using the appropriate theories academic content to explain & interpret your reflections.
- ii) It identifies the learning of your experience so you might includes a plan for next time.
- iii) Develop critical thinking - It provides opportunities for students to think critically should what they do & why to learn and to develop a result of this exercise.

48

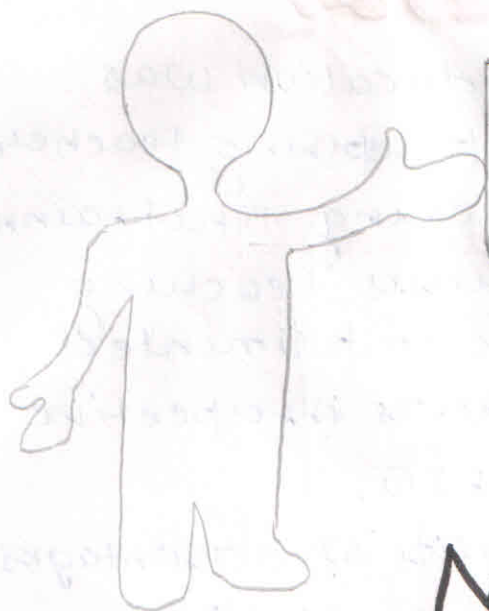
B.Ed

TWO YEAR PROGRAMME

B.Ed OR Bachelor of Education was introduced to train up aspiring teachers in all aspects of teaching. The training module also inducts various teaching methods which can be implemented for success with students irrespective of their class creed or IQ.

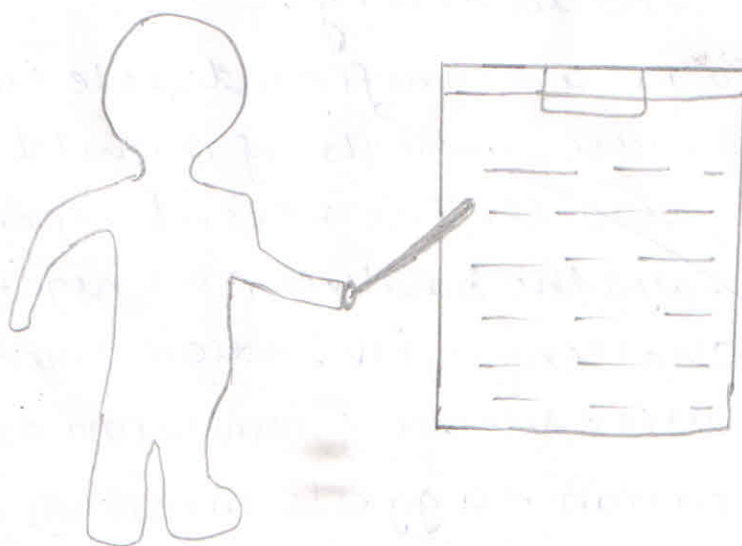
There are several benefits of advantages of B.Ed course especially the 2 years programme for efficiency as a teacher amplifies after a 2 year course in B.Ed. This degree sharpens your experiences a boundaries of understanding.

Education plays a significant role in shaping the future aspects of a child and a nation as well. The recent reports by ASE portrays the positives and negatives along with challenges in Indian education system. The Justice Verma Commission on teacher education suggests measures for improving.



Once upon a
time ----

NARRATIVE TEXT



EXPOSITORY TEXT

TYPES OF TEXT

DESCRIPTIVE TEXT:-

In descriptive writing the author does not tell the reader what was seen, felt, tasted, smelled or heard, he described something that he has experienced. Descriptive writing creates an impression in the reader's mind of an event, a place, person or thing.

NARRATIVE TEXT:-

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them. Novels, short stories, poetry etc. can fall in the writing style. Simply narrative writing answers the questions what happened to them?

EXPOSITORY TEXT:-

Expository writing's main purpose is to explain. It is a subject-oriented writing style in which authors focus on telling you about a given topic or subject without giving their personal opinions. This is one of the most common types of writing you always see in textbooks or how to write a test book or article.

Fiction (can have non-fiction element)

- made up story with a unique plot.
- Uses creative writing
- We enjoy an entertaining story.



ARGUMENTATIVE TEXT:-

An argumentative text uses evidence and facts to prove whether or not a thesis is true. It presents two sides of a single issue and covers the most important arguments for and against. The argumentative text has the same structure as other types of essays. It has a thesis statement in the introductory paragraph, body, and conclusions.

LITERARY TEXT- A literary text is a piece of written material such as a book or poem that has the purpose of telling a story or entertaining as in fiction or novel. Its primary function as text is usually aesthetic but it may also contain political message or beliefs.

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