BILINGUALISM

Bilingualism is commonly defined as the use of at least two languages by an individual (ASHA, 2004). It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages

- **Early bilingualism** - there are two types: simultaneous early bilingualism and consecutive (or successive) early bilingualism.

- **Simultaneous early bilingualism** refers to a child who learns two languages at the same time, from birth.

- **Successive early bilingualism** refers to a child who has already partially acquired a first language and then learns a second language early in childhood (for example, when a child moves to an environment where the dominant language is not his native language). This generally produces a strong bilingualism (or additive bilingualism), but the child must be given time to learn the second language, because the second language is learned at the same time as the child learns to speak. This implies that the language development of the child is partly bilingual.

- **Late bilingualism** – refers to bilingualism when the second language is learned after the age of 6 or 7; especially when it is learned in adolescence or adulthood. Late bilingualism is a consecutive bilingualism which occurs after the acquisition of the first language (after the childhood language development period). This is what also distinguishes it from early bilingualism. With the first language already acquired, the late bilingual uses their experience to learn the second language.

- **Additive bilingualism and**– The term additive bilingualism refers to the situation where a person has acquired the two languages in a balanced manner. It is a strong bilingualism.

- **Subtractive bilingualism** -Subtractive bilingualism refers to the situation where a person learns the second language to the detriment of the first language, especially if the first language is a minority language. In this case, mastery of the first language decreases, while mastery of the other language (usually the dominant language) increases. These expressions and their

associated concepts were created by Wallace Lambert, the Canadian researcher who has been given the title of "the father of bilingualism research".

- **Passive bilingualism** - refers to being able to understand a second language without being able to speak it. Children who respond in a relevant way in English when they are addressed in French could become passive bilinguals, as their mastery of oral expression in French decreases.

MULTILINGUALISM

Multilingualism is the use of two or more languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is becoming increasingly frequent, thereby promoting a need to acquire additional languages. In recent years, linguistic research has focused attention on the use of widely known world languages such as English as lingua franca,or the shared common language of professional and commercial communities. In lingua franca situations, most speakers of the common language are functionally multilingual.

ADVANTAGES

Improves Memory

Memory plays a huge part in learning language, those who are multilingual often score higher in memory tests than people who use only one language. Having a great memory can have both cognitive and social benefits like recognizing faces or remembering names and so on

Increases ability to learn additional languages

A recent study found that compared to people who are fluent in only one language, multilingual individuals have an easier time picking up a new language. In fact, the acquisition of multiple languages can help with the process of learning a new language, as well as improve competency in the native language! "This is because languages reinforce one another, and provide tools to strengthen phonologic, morphologic and syntactic skills."

Skilled multitaskers

Multilinguals have been shown to be better multitaskers because of their ability to switch languages. According to researchers in a US News article, "When a bilingual speaks two languages regularly, speaking in just one of these languages requires use of the control network to limit interference from the other language and to ensure the continued dominance of the intended language." This allows multilinguals the ability to multitask but also the ability to lock in on a singular task and block out distractions. These are great skills to have in any environment.

Delay the onset Alzheimer's/Dementia

Research discovered at the Institute of Medical sciences in Hyderbad, India showed that people who spoke a second language delayed the onset of Alzheimer's for 4.5 years. This is due to the constant mental control of using multiple languages, which exercises the brain and helps to keep it from degenerating. Delaying these diseases can increase quality of life for yourself and those around you

Increased Career Opportunities

Communicating in various languages can give a multilingual applicant a clear advantage over a monolingual applicant in the job field. The international business community considers the ability to communicate in more than one language an "indispensable tool for relationship building and financial success." This can make it easier to find a job, and can also lead to pay increases.

Superior Executive Functioning

Executive functioning skills are cognitive capabilities that include reasoning, planning, and problem solving. Studies suggest that multilingual children often have better executive functioning skills than their monolingual counterparts, particularly related to areas of inhibition, monitoring. This is, perhaps, because of the constant switching of languages in a multilingual household. Strong executive functioning skills is a significant predictor of academic success.

Challenges of teaching language in multicultural classroom

What are multicultural classrooms?

Multicultural classrooms are classrooms that embrace diversity and incorporate ideas, beliefs, or people from different countries and cultural backgrounds.

1. **Language barrier**

   The main thing that differs multicultural classrooms from ordinary ones is a language barrier. Coming from different countries and even city districts children can speak the same language but never understand each other. This might be the influence of parents, environment, dialects etc.

   However, the situations when students do not know the language of studying happen even more often. Young people get into the <u>environment</u> where a teacher speaks a foreign language they do not understand at all and their task is not only to understand what a teacher says but also gain new knowledge – twice harder than in customary classrooms. So the teacher should teach in a student teacher relationship phrases such that each and every student shall understand

2. **Non-verbal behavior**

   Sometimes it is much easier to understand a foreign language than a body language of another ethnic group. If a teacher is not aware of the non-verbal behaviors characteristic of the society where his students are from, that might bring about a variety of troubles and difficulty of right interpretation. Such customary non-verbal behaviors as raised hands, eye contact, head nods can have a completely different meaning in another country let alone any other body signs.

3. **Domination of different learning styles**

   Despite the fact that students may differ in race, religion or family background, these young people can also absorb information in a variety of ways. They can be accustomed to other teaching approaches, methods, ways of material presenting so it will take time to get used to everything new.

   A teacher should offer his students all the learning styles (auditory, visual, tactile etc.) for learners to grasp information better. Moreover, it is necessary to consider cognitive styles of particular concern like field-dependent and field-independent cognition, reflectivity and impulsivity, tolerance and intolerance for ambiguity.

4. **Student teacher relationship**

   How students treat authority figures and they expect from them differs across cultures .while abroad children tend to be more informal other cultures may have very formal structures for student teacher relationship.

5. **Handling conflicts**

   In a multicultural classroom since students hail from diverse origins, occurrence of conflict may be a most common one . Teacher must be capable of handling those conflicts.

LINGUISTIC INTERDEPENDENCE

The Linguistic Interdependence Hypothesis as developed by Cummins (1978) argues that certain first language (L1) knowledge can be positively transferred during the process of second language (L2) acquisition. The L1 linguistic knowledge and skills that a child possesses can be extremely instrumental to the development of corresponding abilities in the L2. An integral component of these facilitative aspects of language influence is that the L1 be sufficiently developed prior to the extensive exposure to the L2 as would be found, for example, in an educational environment. An additional theoretical framework that has motivated this study incorporates principles of Universal Grammar, namely, that there are innate properties of language shared by the human species, and that language acquisition is the result of the interaction between these biologically determined aspects of language with the learner's linguistic environment.

EDUCATIONAL DEVELOPMENT OF BILINGUAL AND MULTILINGUAL CHILDREN

And multilingual education is considered an effective technique to supercharge your students academic performance. It not only helps them perform better in academics but also improves their memory increases cognitive function develops an appreciation for the differences in cultures and increases the brains executive function.

Increased cognitive development

One of the most significant benefits of learning a second language is that it boosts the brain's capacity.Recent researches have revealed that bilingual students perform better in task that employee critical thinking problem solving and pattern recognition skills .Moreover bilingual people have been found to have a greater sense of achievement and higher self esteem.

Helps them stand out from other students in academics

In addition to enhanced cognitive functions bilingual students brain function is improved.It is just because their brains art challenge to recognise find meaning and communicate in different languages .Moreover switching between other languages enhances their social and verbal skills and lets them stand out from the other students in academics.

Improved memory

According to the journal of experimental child psychology bilingual students process stronger memories and sharp capacities to learn.Moreover they are better at remembering directions names and items than those who speak one language.

Career opportunities

Business and corporations have begun hiring bilingual employees one of the most obvious recent to hire a bilingual employee is that they help expand international markets.They help by fluently interacting with international clients customers partners and vendors that's annoying the business to grow and succeed.

Children are more adaptable

Language isn't just about learning set of words and grammar it is also learning about another culture and another way of life .The advantage of bilingual education gives children abroad or outlook and brings them closer to different races and nationalities in a world that is constantly changing communication is becoming increasingly important. Children who are able to communicate with a variety of cultures or the ones that will have more advantages in life.

Creates more cultural opportunities

A major advantage of attending a bilingual school is that you get to meet with people from different backgrounds. Learning about others culture is important for children and helps them to understand the world around them it helps them to grow up way more open minded and accept differences.

Academic performance

Studies have shown that biological children can outperform monolingual children in a number of subject areas the effects of bilingualism can help improve children's educational

development. cognitive functions social skills literacy and emotional skills that have positive effects for many years to come

Nature Of Reading Comprehension in the Content Areas

Content Area

A now-preferred synonym for subject or subject area among educators, content area refers to a defined domain of knowledge and skill in an academic program.

Reading comprehension:

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Definition:

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self correcting to solve comprehension problems as they arise.

Components of reading comprehension

The National Reading Panel identified five key concepts at the core of every effective reading instruction program: **Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension**.

Phonemic Awareness

Phonemes are the smallest sound units used to form spoken words. Phonemic awareness refers to the student's ability to focus on and manipulate phonemes (sounds) in spoken syllables and words. This includes giving children exposure to and experience with hearing and identifying similar word patterns (sound matching) and listening for and detecting spoken syllables (counting syllables). Phonemic awareness is essential because children must be able to hear and manipulate oral sound patterns before they can identify these patterns in print. Reading programs that include systematic instruction for connecting oral language to print lead to higher achievement in word recognition and spelling.

Phonics

Phonics is the relationship between the letters in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. Phonics associates sounds to written symbols (the alphabet). Phonics helps children develop critical word recognition skills. Children can then apply the sound- symbol relationship to read print.

Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word.

Vocabulary

Vocabulary is closely connected to comprehension. The larger the reader's vocabulary (either oral or print) the easier it is to make sense of the text. Vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition, and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.

Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. Young

readers develop text comprehension through a variety of techniques, including answering questions and summarization.

Reading stages

These are the three stages that are followed during reading

1. Pre-Reading Stage
2. While-Reading Stage
3. Post-Reading Stage

Pre-reading

Pre-reading is the process of skimming a text to locate key ideas before carefully reading a text (or a chapter of a text) from start to finish. Also called previewing or surveying.

Word splash

Word Splash is a comprehension and vocabulary strategy that makes learning terminology easier for students. Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are "splashed" or displayed (preferably in an angle) on the front board or somewhere in the classroom. They predict how the words relate to the main topic. Once they have predicated and generated their statements, students then read it to check their accuracy and revise if needed.It is also a way to pre-assess background knowledge and use teachable moments (teaching the unknown concepts before reading).

Rewrite questions

Students survey the text and create questions they think the text was designed to answer. This sets a purpose for reading.

Story impression

Story Impressions is an instructional strategy that arouses curiosity and allows students to anticipate text content. The strategy introduces significant terms and concepts to students before they encounter them in an assignment. Story impressions uses clue words associated with the setting, character, events, or key terms in a text to help readers write their own versions of the story prior to reading. Fragments from the text, in the form of clue words or phrases enable readers to form an overall impression of how the characters and events interact in the

story. The clue words or phrases are chosen directly from the story and are sequenced with arrows or lines to form a descriptive chain. The chain of clue words triggers impressions about the text content. Students then write a text prediction that anticipates what will happen in the story or what the textbook will say.

Pictures

Students look at pictures and predict what text is about.

Do Now

Students write their thoughts on a topic or question that relates specifically to text that will be read by students. Do nows are typically done at the start of a lesson.

Think Pair Share

Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. Instructors pose a question, students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues. Students get time to think critically, creating a learning environment that encourages high quality responses.

KWL charts

KWL, an acronym for Know, Want-to-know, and Learned, is an effective way to read with purpose. KWL is easy to apply and can lead to significant improvement in your ability to learn efficiently and to retain what you have learned. Before reading, assess and record what you know.

Possible Sentences

Possible sentences is a pre-reading vocabulary strategy that activates students' prior knowledge about content area vocabulary and concepts. Before reading, students are provided a short list of vocabulary words from their reading. Students create, based on their prediction of what the reading will be about, a meaningful sentence for each vocabulary word or concept. After reading, students check to see if their "possible sentences" were accurate or need revising.

SQ3R

SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader.

This strategy includes the following five steps:

Survey: Students review the text to gain initial meaning from the headings, bolded text, and charts.

Question: Students begin to generate questions about their reading from previewing it.

Read: As students read, they need to look for answers to the questions they formulated during their preview of the text. These questions, based on the structure of the text, help focus students' reading.

Recite: As students move through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.

Review: After reading, students should review the text to answer lingering questions and recite the questions they previously answered.

During Reading

In the before-reading phase, the reader establishes in his or her mind a purpose and a plan for reading. Then, **the reader begins to read the written text**—the during-reading phase.

Response sheet

Students note key statements on the left and the personal responses to them on the right. It helps to connect to prior knowledge and provides meaningful study guide later.

Sticky notes

Sticky Notes is an instructional strategy where students use small slips of paper to organize ideas and process information. Students use these slips to record key ideas, mark points of confusion in a text, and note connections to previously learned content**.**

Text rendering

A during activity where teacher reads through text one time, then students reread text. During the second reading or immediately following, students circle three words, underline two phrases, and bracket one sentence that represent the main point of the text.

Rereading

Students look back and the text to find support of an answer /opinion or position. rereading means that in order to learn a text, you read it, and then read it again. Often, this is done immediately after the initial reading.

Chunking

Chunking is a procedure of breaking up reading material into manageable sections. Before reading a "chunk" students are given a statement of purpose, which guides them to look for something specific in the text. This process is repeated until students complete the passage.

Do Now

Students right their thoughts on a topic or question that relates specifically to text that will be read by students.

Pre-written questions

Students answer the questions they composed prior to reading and create additional questions that arise as they read the text.

Lit Circles

A literature circle is a small-group learning exercise that can be used to get your class to think critically about texts while they explore teamwork and communication skills.

The students gather together to discuss a piece of literature in depth. This discussion will be guided by students' responses to what they have read.

What makes literature circles different from a regular text discussion is that the children are given roles that will help facilitate the conversation. This provides an extra level of structure that will make the discussion more accessible and understandable to your students, especially those at primary level. What makes literature circles different from a regular text discussion is that the children are given roles that will help facilitate the conversation. This provides an extra

level of structure that will make the discussion more accessible and understandable to your students, especially those at primary level.

KWL Chart

Students return to the chart they created prior to reading to record what was learned through the reading and /or to connect any prior misconceptions.

Post reading

Post-reading strategies give learners a way to summarize, reflect, and question what they have just read.

Expert Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, another group studies predators of rainforest animals). Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Reflection

Students write about the new content or perspectives learned and describe how the new learning relates to previous understanding and future actions.

Whip

After reading a story or passage from a piece of literature, the teacher instructs students to select one sentence that is meaningful to them or seems to be an important idea from the reading. Students are asked to read that sentence aloud. Students are instructed to listen for common themes.

KWLchart

Students return to the chart after reading to record what was learned through the reading and/ or to correct any prior misconceptions**.**

Think- Pair- Share

Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. Instructors pose a question, students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues. Students get time to think critically, creating a learning environment that encourages high quality responses.

Developing writing skills in specific content areas

Students must be taught to write and then be expected to write for a variety of purposes to a variety of audiences, including in mathematics, science, and social studies. As part of building the writing prowess of students, they must write routinely, both short and long pieces. As part of a comprehensive writing curriculum, students' writing fluency should be fostered, students should participate in lessons designed to build their composing skills, and students must learn to write from the sources that they read.

The major types of writing skills are

1.Paragraph

2. Essay

3. Reports

4.Letters

Paragraph writing

Paragraph writing is **a process of writing a self-contained unit on a particular idea or topic**. A paragraph is a group of sentences making absolute sense which has a topic sentence, supporting sentences, and a conclusion statement.

A paragraph has three major parts-

- Topic sentence

- Supporting sentences

- Concluding sentence

1. Topic Sentence

A topic sentence is a precise statement that reflects the main idea of the paragraph. It should be carefully written as it will show the reader what you are going to talk about. Words chosen for this should not be cluttered and ambiguous as readers will decide to read further based on this. It is not necessary to write the topic sentence at the beginning of the paragraph. It can be put anywhere, as long as it reflects the main topic. For instance, if you mention that you are going to talk about the advantages of using the hand sanitizer, then in supporting sentence you should only talk about advantages, not the features or anything else.

2. Supporting Sentences

Supporting sentences explain the topic sentence in detail. They expand the main topic and develops the main idea into the explanation. They explain the main topic using examples, facts, quotes, etc. They have to be related to the topic sentence.

There can be two types of Supporting sentences, First, The major supporting sentence; this sentence directly explains the main idea with some new fact or new idea. Second, a minor support sentence helps the major supporting sentence develop the controlling idea.

3. Conclusion Sentence

A good concluding sentence brings a paragraph to a polished end. It may give a summary of the main topic, a concluding sentence also gives a final take on the topic and leaves the reader with complete information.

A good conclusion can either be just reiterating the topic again or it could be concluded with a few main points which were not exclusively mentioned in the paragraph.

Essay writing

In the simplest terms, an essay is a short piece of writing which is set around a specific topic or subject. The piece of writing will give information surrounding the topic but will also display the opinions and thoughts of the author. Oftentimes, an essay is used in an academic sense by way of examination to determine whether a student has understood their studies and as a way of testing their knowledge on a specific subject. An essay is also used in education as a way of encouraging a student to develop their writing skills.

Moreover; an essay is a focused piece of writing designed to inform or persuade. There are many different types of essays, but they are often defined in four categories: argumentative, expository, narrative, and descriptive essays. Argumentative and expository essays are focused on conveying information and making clear points, while narrative and descriptive essays are

about exercising creativity and writing in an interesting way. At the university level, argumentative essays are the most common type.

Letter writing

A letter is a written message that can be handwritten or printed on paper. There are broadly two types of letter, namely Formal Letters, and Informal Letters.

- *Formal Letter*: These letters follow a certain pattern and formality. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities falls within this given category.

- *Informal Letter*: These are personal letters. They need not follow any set pattern or adhere to any formalities. They contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives etc.

Report writing

A report is a nonfiction account that presents and/or summarizes the facts about a particular event, topic, or issue. The idea is that people who are unfamiliar with the subject can find everything they need to know from a good report.

What kind of information is shared in reports? Although all facts are welcome, reports, in particular, tend to feature these types of content:

- Details of an event or situation

- The consequences or ongoing effect of an event or situation

- Evaluation of statistical data or analytics

- Interpretations from the information in the report

- Predictions or recommendations based on the information in the report

- How the information relates to other events or reports

Reports are closely related to essay writing, although there are some clear distinctions. While both rely on facts, essays add the personal opinions and arguments of the authors. Reports typically stick only to the facts, although they may include some of the author's interpretation of these facts, most likely in the conclusion.

Strategies for developing oral language for promoting learning across the subject areas

Oral language is one of the most important skills your students can master—both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers.

Encourage conversation.

Every social interaction gives students a new opportunity to practice language. Some of your students might need a little guidance from you to engage in conversations, so spark interactions whenever you can. Ask questions, rephrase the student's answers, and give prompts that encourage oral conversations to continue.

Maintain eye contact.

Engage in eye contact with students during instruction and encourage them to do the same. Maintaining eye contact will help learners gauge their audience's attention and adjust their language, their volume, or the organization of their speech. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity.

Remind students to speak loudly and articulate clearly.

Ask students to feel the muscles used for speech while they're talking and monitor their volume and articulation. Remind them that clear and loud-enough speech is essential for holding the attention of the group and communicating their information and opinions effectively.

Incorporate a "question of the day."

During each school day's opening activities, ask a question to encourage talk. (You can even write one on the board so your students can read it and start thinking about their answer as soon as they come in.) Start with simple one-part questions like "What is your favorite animal?" If a student doesn't answer in a complete sentence, model a complete sentence and ask the student to repeat your model. Once your students are successfully answering these simple questions in complete sentences, move to two-part questions that require more complex answers: "What is your favorite animal? Why?"

Asking questions before and after a reading assignment not only helps sharpen oral language skills, it also helps students think about what they're reading and absorb information from the words.

Retell stories. Storytelling can teach children many language skills, including oral language comprehension. Hearing a story requires children to be active listeners. Teachers can ask children to make predictions and answer meaningful questions. After telling a story, encourage children to retell the story.

Reading in the content areas- social science, science, mathematics

Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so that other people can hear).

The Purpose of Reading

Students read books or other resources for many purposes and there are some experts offering some purposes of reading based on their point of view.

Linse (2005:71) divides the purpose of reading into two kinds those are reading for pleasure and reading for information. Readingfor pleasure means that it is purposed to follow a narrative and enjoy the "sound" or rhyme of literary text. Furthermore, Kharsen in Mickulecky and Jefries (2004:3) states that regular reading for pleasure can help students increase their knowlage. By reading for pleasure the students can increase their vocabulary, reading speed,comprehension and writing. Besides, they can get more knowledge, find examples of many different ways people speak or write. Reading for information means that the reader reads many kinds of the text to acquire an amount of information from them.

There are some aims of reading those are

a. Reading for details fact

The students read to get or know the invention that have been done by the writer or solve the

problem of the writer.

b. Reading for main ideas

The students read the text to know "why is the topic goodor interesting, then the problems on the story and make summaries of the story."

c. Reading for sequence or organization

The students read the text to know "what is happening in each part of the story in every episode, and solve the problems of the story."

d. Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text.

f. Reading for comparison or contrast

The students read to compare the plot of the story or content whether having similarity with him or even contrast.

Reading in the Content Areas: Math, Science and Social Studies

Teaching reading in maths and science or social studies is not about teaching students basic reading skills, it is about teaching students how to use reading as a tool for thinking and learning. During a transition from pre-primary to primary grade, most children are a pleasure to read text content, but reading subject like maths, science, and social text content is something children didn't get enough to make that information suddenly make sense.

Students need to know when and how to apply appropriate strategies to help them understand what they read and how to move towards comprehending when they get stuck, instead of just begin reading for a purpose. As educators, there are many aspects to consider when teaching reading in social studies, maths, or science to have an impact on all learners. When teachers link new information with students' prior knowledge, the topic will have more meaning for

students. This helps students learn more effectively and stimulates their interest in reading particularly text in maths, and science or social studies because the entire subject has a different purpose.

Focus on non -fiction reading in the content areas

Many children love to read about science and nature as well as real people, places, and events, but in general, content teachers did not view themselves as reading teachers and they are frequently unprepared to reading literacy techniques, because of this narrative structure many children are unable to learn a framework for a text features to non-fiction and fiction, what story elements are.

On the other side of reading comprehension, many children learn to read using basal, they take the written word and construct meaning based on their own thoughts, knowledge, and experiences. However, Comprehension reading means that readers think not only about what they are reading but about what they are learning. When readers construct meaning, they are building their store of knowledge, and this knowledge must come with an understanding of what story elements are. Here are some common text features within non-fiction

Captions: Help you better understand a picture or photograph

Comparisons: These sentences help child to picture something

Illustrations/Photographs: Help child to know exactly what something looks like

Labels: These help child to identify its parts

Glossary: Helps child to define words that are in the book

The main elements of creative non-fiction are setting, descriptive imagery, figurative language, plot, and character. Usually, non-fiction learning textbooks content where the story does not take place most of the text area, and these textbooks children have to read not only about reading but learning methodology. They focus major requirements that should keep in mind on content areas, reading like Social Studies, History, Geography, Science Biology, Physics, Mathematics, and Computer. These non-fiction books are present information in engaging and interesting ways in some parts. Teachers have to find out how it can help children to learn to navigate all the parts of a nonfiction book and reading non-fiction means enjoying reality also has its own ways of reading mythology.

http://kodaheart.com/10-things-21/

https://www.youtube.com/watch?v=jRo0eOyg_vY

https://www.chesterufsd.org/cms/lib/NY02214119/Centricity/Domain/165/Reading%20is%20Fundamental%20Tech%20Project%202.pdf