

**MICRO SKILLS  
of  
READING LITERACY**

*Reading determines how we are  
able to think. It has effect on  
our imagination, our  
intelligence and our emotions.*

Colin Harrison

# THE GOALS OF LANGUAGE LEARNING

- The goals of a language curriculum are twofold:
- Attainment of a basic proficiency
- Development of language as an instrument for basic interpersonal communication and later for abstract thought and knowledge acquisition

# LEARNING OUTCOMES

- Read a variety of text with comprehension- can identify main issue / sequence or draw conclusions
- Infer the meaning of unfamiliar words/ expressions through the context
- Connect ideas inferred through reading with personal experience
- Understand the central idea and locate details in the text

# LEARNING OUTCOMES

- To interpret data from tables, charts, diagrams, maps etc
- To read between the lines and go beyond the text by using his/her critical thinking skills
- Respond to a variety of questions on familiar and unfamiliar texts verbally and in writing

# Resources

- Realia
- Excerpts from literature
- Cartoons or animation
- Dialogues
- Excerpts from social media etc

- Authentic texts
- Graphs
- Charts
- Flow charts
- Research findings
- Factual writing passages
- Encyclopaedia entries
- Diagrams

# MICRO SKILLS OF READING

- **Information retrieval**
- **Open ended responses in form of argument, opinion etc.**
- **Exposition**
- **Developing an Interpretation**
- **Distinguish between literal and implied meanings**

- **Drawing inferences**
- **Locating explicitly stated information**
- **Comparison and contrast**
- **Sequencing or categorising information**
- **Finding unstated implications**
- **Recognize the communicative functions of written texts, according to form and purpose**

# STRATEGIES

The strategies to develop Micro skills of Reading can be classified into three broad categories:

- **Bottom up**- emphasize the written text  
derives meaning in a linear  
manner(letters-words-sentences-paragraphs-text)
- **Top Down**- previous knowledge is activated  
use their background knowledge to predict  
(predicting-inferring-focusing)
- **Interactive**- interaction of bottom up and top down  
approach



Themes  
Main idea  
Details  
Word





# STRATEGIES

- Selection of text
- Identification of test items or tasks
- Inculcating best reading Practices
- Strategies for analysing text

# SLOW READER VS EFFICIENT READER

*Reader is Word bound*

*Habit of pointing finger or pencil*

*Moving the head rather the eye*

*Vocalization-mouthing the words*

*Sub-vocalization—pronouncing  
the word mentally but not audibly*

*One word fixation*

*Reads Ideas*

*Reads multi word phrases*

*Has a large vocabulary*

*Adjust the speed to suit the purpose*

*Visualizes ideas*

*thinks ahead, hypothesizes, predicts*

# Testing Reading Skills

- ❖ Commands
- ❖ Identify, circle, underline, describe, explain
- ❖ Yes / No questions
- ❖ True/ false statements
- ❖ Multiple Choice Questions
- ❖ Information gap/ sentence completion
- ❖ Graphic organisers
- ❖ Cohesion i.e. Identifying the connectors
- ❖ Summarising
- ❖ Vocabulary
- ❖ Information transfer

