

NORMATIVE PRACTICE OF SILENT READING SKILLS OF FOURTH - GRADE PRIMARY SCHOOL STUDENTS

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THE SUMMARY:

The aim behind the current research is to representation :of fourth stage primary school in practice level for silent reading .So as to achieve the target it should be specify silent reading skills which is suitable for forth stage primary , which contains :

1-understanding main ideas skill.

2- concentrate attention skill .

3-understanding detailed ideas skill.

4-conclusion skill .

The searcher depends on descriptive method , so this method demands specify the search society , which is in primary school in Al Azizia Distract center in Wasssit governorate which its sample were three schools as a matter of fact 5 female pupils from each school , as for tool it was note card , so the searcher make sure of tool honesty and its stability , after note card takes its final form , then it were applied on research sample in Monday in 23\4\2019 .

So the results had been shown that there were a different in silent reading skills arrangement for female pupil of fourth primary stage it was clear that the concentrate attention skill in level aspect has the ranks first , meanwhile understanding main ideas skill in ranked second and understanding detailed ideas skill in ranked third , and the lowest level was conclusion skill which came in the fourth place .

As for the recommendation which the searcher came with were :the necessity of pay attention for silent reading skill ; because it the perfect mean in studying and social situations in gaining knowledge , urge the teachers of Arabic on motivate pupil for the importance of acquiring silent reading skill the searcher suggested , to have a similar study for a current study in silent in secondary education stage , have a study about the nature of theoretical teachers knowledge with silent reading skills and their application grad during their teaching .

CHAPTER I : THE RESEARCH PROBLEM.

The reality suggests that reading lessons do not have the appropriate relevance, despite being the third skill of the four language skills, many studies have shown a

significant weakness in the literacy abilities of learners, and the presence of groups of them do not improve reading but have no difficulty in reading one line in Dar And Suha, which means that they have not attained the literal level of reading comprehension, and many

teachers take advantage of reading and spend their time on oral applications on the rules, in order to be careful of the results of the exam and thus overlook the goals of the intended objectives of their lessons. (Shehata, 1996, p. 83).

This problem is not a local problem but an Arab national problem, as Shehata (1996, p. 83) indicates that reading is learned in a way: stop.. Read.. Sit down. It is a process that does not exceed the pronunciation of the read and is often limited to its absorption or assimilation, and (Nasr, 1996) indicates that learners do not have the reading skills that oblige the reader to understand the read. (Atiyah, 2010, p. 51), at the international level the study by the Commission refers. (National evaluation of Education NAEP) in the United States of America that 42% of all learners in the fourth grade have different difficulties in reading skills, i.e. the level of development of this skill is below the basic level; This means that they have difficulty in absorbing the texts Read, and that this problem may continue with them to subsequent school stages. (Tayeb et., 2009, p. 60)

In addition, some Arabic teachers have no knowledge of reading skills and how to develop them in their pupils, and therefore have not achieved their reading at all levels of education. (Khater et., 1985, p. 86)

The situation with regard to silent reading has not received sufficient attention commensurate with its importance in the life of the individual, which has affected the pupils ' life and public life. (Al-Rahim, 1971, p. 179)

It is rare for a teacher to ask for a silent reading, and to do so in an unhealthy way that does not serve the purpose of silent reading, as it performs within the walls of the classroom in industrial positions away from the attitudes of dynamic functional practice, in addition that silent reading does not focus on the skills involved in Its development, and its teaching is not aimed at developing skills, habits and abilities that are guided by the requirements of the learner's growth, needs and interests so that the human being can make the reader capable of achieving self-education and continuing. (Shehata, 1996, p. 84-85) .

Research Importance

Language The most important characteristics given by God to man is the thought and the vessel of knowledge, which is the means of coexistence and interaction between members of society and through which the individual grows socially and knowledgeally and the language of each nation is an integral part of its personality, civilization and historical and cultural heritage which represents its entity and its independent identity. (Shehata, 1993, p. 93)

The reading includes several basic skills, the most important of which are: word recognition and comprehension, abstraction of the main idea, abstract reasoning, recognition of the relations between ideas, conclusion, and reading evaluation. (Mejawar et al., 1966, p. 37)

Primary reading education aims at developing students' ability to read and to use the necessary skills to learn about the developments that are taking place around them and to participate in the life in which they participate effectively through the various media. :

- 1 - Exercise students to correct speech and good performance dumping.
- 2 - Give them the ability to understand what they read, and what they hear in speed and accuracy.
- 3 - Expand their experience and develop their knowledge of what they see in the newspapers and magazines.
- 4 - Instilling the love of reading and reading them, is one of the most important purposes that requires the teacher to work to reach them.

Reading is one of the most widely used areas of linguistic activity, a technique closely related to the lives of nations and groups. It is based on intellectual and cultural progress, how not, the key to knowledge, is the effective means of communicating with the human mind, thought, knowledge and application. Of the forms of knowledge science. (Nasr, 1990, p. 10)

Reading is the tool of individuals to solve many of the problems that confront them, to define their desires, to increase them comprehensively and deeply, to generate

a sense of self and others, and to encourage minds to desire to know and to think. (Shehata, 1996, p. 104)

This educational status and the great ability to read, made educators call for the need to train students on all types of reading. In particular the practice of silent reading, since adequate training and control of its important elements, speed and understanding, enable students to make significant progress in all other subjects. Studies have shown that there is a significant relationship between the weakness of students in different subjects and their weakness in silent reading skills (Abu al-Azayem, 1983, p. 13). This has led researchers to make continuous efforts to take care of the teaching of reading on the basis of change Comprehensive understanding of the nature of reading and its objectives and function in the life of the student present in the future in the light of educational, psychological and linguistic trends and the development of reading skills is one of the major responsibilities in the teaching of reading (Shehata, 1990, p. 85) .

Modern education is keen to develop the teaching and learning of silent reading skills, because of their importance in acquiring diverse language, experience and experience, and from the investigator that these skills are complex, and that the skill gain is optimized must be done from the early stages of education, as the habits and behaviors It has a far-reaching effect on the learner and influences the most complex reading skills later in other higher educational levels. (Al-Issawi, 2004, p. 99)

It is useful here to acknowledge that silent reading has a set of skills and a mistake counted as one skill, so each reading lesson has its own skill to be addressed in the course of education, and because reading Education is a progressive linguistic growth process, each step depends on the acquisition of basic skills so that These skills are consecutive and continuous. (El Bjah, 2005, p. 68)

This prompted the researcher to think about identifying a set of silent reading skills to learn the level of practice of the fourth grade female students .

The importance of this research has been highlighted in the following:

1. The importance of reading for the individual, society and education as the means of pupils in their studies, and their way which is not indispensable for others, no matter how audiovisual aids have advanced, they are the focus of many researches and studies, and the basis on which the branches of the language are linked to the other materials.
2. The importance of silent reading and its skills and the need for elementary students to master these skills before they move to other school stages.
3. The importance of the fourth grade, because it is the stage of the formation of habits and skills, as well as an important stage in the formation of the pupil's personality psychologically and cognitive.

Search Goal:

This research aims to identify "the level of practice of pupils in the fourth grade of the Silent reading skills"

Search limit:

The current search was limited to the following limits:

1. Students of the 5th grade elementary School for girls in Wasit Governorate for the academic year (2017 – 2018)
- 2-Some of the silent reading skills specified by the arbitrators in the field of methods of teaching Arabic language

Definition of terminology:

1: Level

- Language level:

He came in the tongue, the place of Sui and Sui: a teacher. And the words of the Almighty are the place of the other, and others; And the place of Sui and Si... And only the thing Waswah: make it together. And this place is setting up the places which are the greatest (Son of Perspective, C 14, 2003, p. 414) material (Sawa),

• Level of terminology: known:

- carpenter: as "the ultimate goal or end that the individual or group seeks to reach or reach." (Carpenter, 1960, p. 39)

2- Skill:

- language:

The meaning of the trick in the thing, and the Mahr: clever every work and more what is described by the glorious swim .. And the combination skilled; Mhart said this is skilled by the skill of any skill. The son of his master said: The dowry is in it and by it, and it is skillful, skilled and skilled. (Ibn Manzoor, 5, 1956, pp. 184-185)

• Convention:

• Know it:

- Abu Jado: as "a pattern of meticulous performance directed towards the completion of a business or a certain task simple or complex. Skill and mastery built in teaching and learning, measured by the operators of speed and accuracy. (Abu Jado, 1998, p. 432)

3- reading:

language:

Came in the crown of the bride (annexation, pronunciation and reporting together). (Zubaidi, 1984, p. 175) .

Convention:

Defined by:

O-Toxsi, as a process (mentality) intended to create a link between the language of speech and the biblical symbols, and a thousand of meanings and words that lead these meanings. " (Magsi, 1997, p. 38)

Peter and Joygorny, as a translation of a set of related symbols associated with certain informational connotations, and a communication process that requires a series of skills, is an integrated process of thinking and not just an exercise in eye movements. (Peter and Joygorny, 2006, p. 11)

4-Silent reading:

Convention:

Defined by:

O Johansson, it is the process of receiving printed symbols and giving them the appropriate integrated meaning within the limits of the readers ' previous experiences with their interaction with the new meanings read and the creation of new experiences and understanding them without the use of pronunciation members. (Johansson, 2007, p. 113)

O Atiyah, as a reading that is shared by both the eye and the mind without the members of the pronunciation device, with emphasis on reading comprehension, comprehension and speed of readability. (Attiya, 2008, p. 280)

5- The fifth grade Alabtdayya:

It is the fourth year of education at the primary level in Iraq, which is six years old and is the primary stage in all educational stages, following the stage of kindergarten and precedes the intermediate stage. (Ministry of Education, 1972, p. 36).

CHAPTER II : PREVIOUS STUDIES

1- The study of Amarna (1998)

This study was conducted in the Hashemite Kingdom of Jordan and was designed to identify the effect of a proposed program to develop the skill of speed in silent reading among first grade secondary students. The sample of the study was (40) students, divided into two groups, the first experimental (21) students, and the other an officer (19) students.

The researcher relied on one of the partial control designs, which is the design of the control group with a post-test only. The members of the two groups were rewarded with the following variables: (intelligence, visual acuity, age).

The researcher prepared a test to measure the speed of silent reading. He also prepared a program for the development of sub-speed skills such as: increasing the reading range of the eye, flexibility in the movement of

the eyes and the ability to quickly capture the language units. The program consisted of 30 sessions per session (45 minutes). The program was characterized by a variety of methods and training methods used, such as cards, a vision card, and a slide show. The experiment lasted 6 weeks. The study showed that the students of the experimental group were superior to the students of the control group in statistical terms. (Amarna, 1998, pp. 28-70).

2 - Ahmed study (2004)

This study was conducted in the Kingdom of Saudi Arabia and was based on the effectiveness of using a guided discovery strategy to develop silent reading skills among primary school students. The sample of the study was (70) students, distributed in two groups, the first experimental and the number of its members (33) students, and the other officer and the number of members (37) students.

The researcher relied on one of the partial control designs, the control group design with pre and posttest, the two groups were rewarded in the two variables (intelligence, age). The researcher developed a list of silent reading skills required for students in the primary stage, which included understanding skills: (understanding the main idea, understanding words from the context, identifying sub-ideas, deducing the writer's goal). The researcher prepared a written test for the skills of silent reading, and set a specification table for the distribution of skills to the questions measured by each skill. The test consists of three reading texts followed by the first text 3 questions, the second text is one question, From multi-complementing, the researcher verifies his sincerity and stability.

The study lasted for 10 weeks. The researcher studied the two research groups by himself. After statistical analysis of the data using the T-test for two independent samples, the study showed superiority for the experimental group students in the control group. (Ahmad, 2004, pp. 5-30).

2- The Hasnawi Study (2010)

The study was conducted in Iraq and was translated into the knowledge of the impact of a number of

strategies in developing the skills of silent reading in the fifth grade pupils.

In order to achieve the goal of the research, the researcher adopted a experimental design with partial adjustment, namely the design of the control group with a tribal and post-test.

The study sample consisted of 68 students randomly distributed in two groups, 33 students in the experimental group and 35 students in the control group. The researcher studied the experimental group with a number of strategies to develop the skills of silent reading and studied the control group in the traditional way.

In order to measure comprehension, the researcher prepared a test on the reading piece itself, consisting of three questions, the first question is the type of multiple choice, the second question of the type of order, the third question was the type of supplementation, and the researcher confirmed his sincerity and stability, and the discriminatory power of his paragraphs, Difficulties, and the effectiveness of its erroneous alternatives.

The teaching of a number of strategies to develop the skills of silent reading, bringing life and movement in educational situations, and make them full of freshness and vitality required by the process of teaching reading, which positively affected the achievement of students. The researcher prepared a typical lesson for each subject of the experiment, and to measure the speed of reading at Students of the two research groups prepared a reading text from the Arabic reading book to be taught to students in the fifth grade. The experiment continued as a study course. The study showed superiority for the experimental group students in the control group In the skill of understanding speed (Hassnawi, 2010, pp. 101-33) .

Balance between previous studies:

After presenting the researcher for previous studies, the researcher conducted a balance between these studies as follows:

The study of Al-Hasnaoui (2010) aimed at identifying the effect of a number of strategies on the development of silent reading skills among pupils in the first grade.

The fifth grade of the primary "The study (Ahmed, 2004) to know the" effectiveness of the use of the strategy of discovery oriented in the development of silent reading skills among primary school students "

2. The previous studies agreed in their adherents the method of experimental research and their use in the appropriate design of the research. The study (Amarna, 1998) used the design of the control group with a post-test only. The study (Ahmed, 2004) and the study of (Hasnaoui, 2010), the design of the control group was used with a test before and after.

3. All previous studies sought to develop silent reading skills.

4. The previous studies were conducted in different places. The study (Ahmad, 2004) was conducted in Saudi Arabia, while the study (Amarna, 1998) was conducted in Jordan, while the study (Hasnaoui, 2010) was in Iraq.

5. The study (Amarna, 1998) applied first grade students in Jordan, while the study of (Ahmad, 2004) and (Al-Hasani, 2010) applied a sample in the primary stage.

The number of sample sizes in the previous studies was different. The sample of the study (Amarna, 1998) was 40 students. The study of (Ahmad, 2004) was 70 students, the study of (Hasnaoui, 2010) This was due to different objectives and procedures.

7. All previous studies were limited to one gender in the sample is male.

8. The research tool in the previously presented studies, the Immunological Test, was prepared by the researcher.

9. The statistical means used to analyze the data and extract the results in the previous studies were all tests of two independent samples.

The study (Amarna, 1998) and (Ahmad, 2004) and (Al-Hasnawi, 2010) agreed in their results, confirming the superiority of the members of the experimental group to the members of the control group .

CHAPTER III : RESEARCH METHODOLOGY AND PROCEDURES

This chapter describes the research methodology and procedures used by the researcher to achieve the research objective.

First: Research Methodology:

Since the current research aims to identify the level of practice of fourth grade pupils in the primary skills of silent reading, the researcher used a descriptive research method, because it is the most appropriate approach to the current research.

Second: Research Procedures:

1 - the research community identified:

The research required the identification of the whole research community, represented by primary school girls in the center of Al Azizia district in Wasit governorate. The researcher visited the Directorate of Education of Azizia, the Primary Ownership Division to determine the number of daytime government schools in 25 schools. The sample of the research was three schools: The blessed tree, the school of Izz al-Din al-Khatib, and the school of Umm Habiba), and (5) pupils from each school.

1. Search Tool:

The current research aims at identifying the level of practice of fourth grade pupils

For silent reading skills, the researcher adopted a tool to achieve her research objective:

A note card

The number of observation cards requires the identification of silent reading skills suitable for fourth grade students in Annex 1, and has been subject to a group of arbitrators and has obtained a percentage of agreement (89%).

After identifying the appropriate skills, the researcher developed a list of silent reading skills and behavioral indicators represented by them. The card's practice level was determined at three levels (highly practiced,

moderately practiced, practiced at a low level), consisting of four areas with (4) .

• Honesty

Honesty is one of the important psychometric characteristics that must be present in the tool (observation). The researcher has extracted two kinds of truth:

1- Authentic honesty

To verify the authenticity of the observation card, the researcher presented it to a group of arbitrators, which was approved by more than 90% of the arbitrators in its terms and expressions. The number of statements differed in each axis, and some amendments were made according to the opinion of the arbitrators.

2. Validate content

The note card was presented in its initial form with the skills that measure each paragraph of the tests on

the competent arbitrators to verify their veracity, to verify their suitability to measure these skills, and to modify, change, add and delete, correct the linguistic errors corrected by the experts who approved Its validity and validity of the subject for which it was established, and it became in its final form Annex (2)

Stability of the note card

The researcher used a method, the agreement of the observers, where the researcher cooperated with another note within the researcher's specialization. Fifteen students were observed during two study periods. The ratio of the agreement between the two observations was calculated using the Cooper equation. Which is a high stability value, indicating the validity of the note card Annex (2)

Apply the note card

After taking the observation card form final, the researcher applied to the research sample of (15) students on Monday, 23/4/2019.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF RESULTS

In light of the research objective, the researcher presents the results and interprets them as follows:

T	The skill	Behavioral indicators	Level of Practice			Arithmetic mean	standard deviation	Arrangement
			Practiced by a large extent	Practiced by a medium degree	Practiced At a low level			
1	Understanding the main ideas	1-Choosing the right word to describe the character from a collage of words	1	4	6	1,93	0,80	second
		2-Summarize a topic that it has read	5	4	6	1,933	0,88	third
		3-Develop a set of questions for a topic you read	2	6	7	1,667	0,72	Fourth

		4. Giving an appropriate title to the idea of a text before it	5	7	3	2,133	0,74	First
2	Focus attention	1-Specifies the word that does not belong to the set of displayed words	6	5	4	2,13	0,83	third
		2. The word shall be classified according to a particular category or characteristic	3	5	7	1,73	0,80	Fourth
		3. Specifies a specific character in a text	13	2	0	2,87	0,35	First
		4. Choose a set of words to form a meaningful sentence	8	5	2	2,40	0,74	second
3	Understand the detailed ideas	1. A paragraph on a subject shall be organized among the detailed information given to it	2	6	7	1,67	0,72	Fourth
		2. Schedule a list of ideas and facts related to the subject	3	6	6	1,80	0,76	third
		3- Diagnosing the sentence related to the subject of the text from among the group presented to it.	4	7	4	2,00	0,76	First
		4 - Arrange a set of sentence according to the logical sequence of the subject	3	6	6	1,87	0,74	second
4	Conclusion	1- Concludes by linking the information and introductions contained in the text.	1	5	9	1,47	0,64	Fourth

	2. Set an appropriate conclusion to a topic that it has read	3	7	5	1,87	0,74	First
	3. Sets out a set of questions for the work of conclusions on a subject	2	5	8	1,67	0,72	second
	4-Adopts certain results based on information provide	2	5	8	1,60	0,74	third

To note the results found in the table above, the following is indicated:

1 for the skill of understanding the main ideas The fourth indicator came first, followed by the first indicator in second place, followed by the second indicator in third place, followed by the third indicator in fourth place.

2 for Attention focus skill The third indicator is ranked first, followed by the fourth indicator in second place, followed by the first indicator in third place, followed by the second indicator in fourth place

3 for the skill of understanding the detailed ideas the third indicator is ranked first, followed by the fourth indicator in second place followed by the second indicator in third place followed by the first indicator in fourth place.

4 as to the skill of the conclusion, the second indicator came first, followed by third in second place, followed by the fourth indicator in third place followed by the first indicator in fourth place.

The researcher then identified the skill arrangement and the results were as follows:

T	The skill	Arithmetic mean	standard deviation	Grade
1	Focus attention	2,283	0,804	First
2	Understanding the main ideas	1,917	0,787	second
3	Understand the detailed ideas	1,833	0,740	third
4	Conclusion	1,650	0,709	Fourth

It is clear from the table above that the skill of concentration of attention came first, followed by the skill of understanding the main ideas in second place followed by the skill of understanding the detailed ideas in third place followed by the skill of conclusion fourth place.

RECOMMENDATIONS:

In the light of the findings of the research, the researcher recommends the following:

- 1- The need to give attention to the skills of silent reading, because it is the best way in the study

and social situations and the acquisition of knowledge.

- 2- Urging teachers of Arabic language to alert students to the importance of acquiring silent reading skills.

PROPOSALS

1. Conduct a similar study to study the current level of silent reading skills in secondary education.
2. A study was carried out on the nature and degree of application of silent reading skills by theoretical parameters during teaching.

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SUPPLEMENT (1)

In the name of God the Merciful

Ministry of Higher Education and scientific research

Wasit University

Faculty of Basic Education

M/identification of expert opinions on observation card for determining the level of practice of pupils in the fourth grade of the silent reading skills

Peace, mercy and blessings of God

The researcher aims to study aimed to know the level of students from the class of fourth Researcher silent reading skills and procedures of the study determine the silent reading skills which will suit girls class II Of the primary. And have the accurate and scientific researcher has to take your skills, you turn around the sincere thanks and gratitude.

Researcher

The silent reading skills in final form.

T	The skill	Favorable	Unsuitable	Amendments	Observations
1	The skill of understanding the main ideas				
2	Focus attention Skill				
3	The skill of understanding detailed ideas				
4	Skill Conclusion				

SUPPLEMENT (1)

In the name of God the Merciful

Ministry of Higher Education and scientific research

Wasit University

Faculty of Basic Education

M/identification of expert opinions on observation card for determining the level of practice of pupils in the fourth grade of the silent reading skills

Peace, mercy and blessings of God

The researcher aims to conduct a study aimed at identifying (the level of practice of pupils of the fourth grade of the Silent reading skills) and the requirements of the study card note to prepare a note to learn the level of practice of pupils of the fourth grade elementary for silent reading skills, and in view of what I found in you From the accuracy and scientific honesty as well as your experience in the field of education and psychology, please kindly express your good opinions and valuable feedback and add what you see useful.

And thank you very much

Researcher

Observation card silent reading skills in its final form

T	The skill	Behavioral indicators	Level of Practice			Weighted Medium	Percentage	Arrange ment
			Practiced by a large extent	Practiced by a medium degree	Practiced at a low level			
1	Understanding the main ideas	1-Specifies the appropriate word from a number of words to describe the character that the text is going to solve						
		2-Summarize a topic that it has read						
		3-Ask questions about the main idea of						

		a particular topic						
		4- Choose an appropriate title for the text idea						
2	Focus attention	1-Specifies a word that does not belong to the set of words displayed						
		2-The word shall be classified according to a particular category or characteristic						
		3-Specifies a specific character in a text						
		4-Select a set of words to form a sentence that has already been exposed						
3	Understand the detailed ideas	1-The resolution of a particular subject is organized according to detailed information given to it						
		2-The ability to organize a list of facts and ideas related to the subject						

		3-Determine the sentences associated with the subject matter of the text you have read.						
		4-Arrange the sentences that belong to a specific topic according to their logical sequence in the topic						
4	Conclusion	1-Concludes by linking the information and introductions contained in the text.						
		2-Put an appropriate end to an unfinished story that she has read						
		3- Ask questions to help them reach sound conclusions						
		4-Adopts results based on specific information provided						