

## READING IS AN ART AND SCIENCE

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Readers are creative people. Reading is indeed an art form because it necessitates numerous of the same abilities as creating art. Once we read, we are co-creators of the novel, story, play, poem, or memoir alongside the author. The pages are merely full of black marks on the shelf, yet the book resonates in our hands, ears, and eyes.

The teacher's involvement, particularly teacher craft, is critical to engaging pupils in effective reading comprehension strategies. However, reading science has proven that the content provided is also significant in the acquisition of reading skills. Reading instruction can be researched and led by science, but it is also an art. That is one of the reasons teaching is so difficult. A great teacher must be a scientist as well as an artist. We have overlooked the creative side of education in our desire to focus reading instruction on science.

When reading teaching is primarily directed by science, it might take unusual shapes. Students spend hours reading nonsense words in solitude, seek to become rapid readers in order to meet some scientific fluency standard, and strive to do well on scientifically established examinations and assessments. Neither of these activities constitute true reading. As a result, students may become disengaged.

Rasinski (2022) proposed three characteristics that aid identify artful instruction to better grasp reading as a science and art: authentic, aesthetic, and creative.

Authentic reading teaching should look and feel as much as possible like genuine reading. Reading should entail students reading real words and texts for real objectives. Nonsense words aren't always wrong, but they should be used rarely and carefully.

Aesthetic reading education should strive to move the heart. Allow pupils to experience the kinds of emotional responses that adults want in their reading.

Giving teachers options and flexibility as to how they teach is what creative reading teaching entails. Teachers are frequently obliged to read from a script. Students' creativity should be encouraged as they demonstrate their comprehension of readings. Request that they write their own poetry and skits in reaction to the texts they've read, or that they produce visual artworks prompted by the materials they've read.

We will be closer to reaching the long-held goal of fluent reading for all pupils when educators can strike the right combination between science and art in reading instruction.

#### *References:*

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