

ABSTRACT

The main goal of this dissertation is finding out, which reading skills should be developed by students of middle school, and by which methods, strategies, forms of class organisation, teaching aids and teaching procedures can be reading skills developed in five teaching lessons. The dissertation uses comparative method for finding skills for progress and application method in preparations, which will verify theoretical knowledge about efficiency of methods for progress of reading strategies and skills and described strategies for progress skills in practise.

The research was oriented to skills from research PISA, specifically to inferring, information searching and appraisal of text. In five teaching lessons was developed inferring by strategy clarifying. Mild progress was noticed by information searching, which was developed by strategy identification of importance. By students was not developed appraisal of text by strategy of evaluation. To the main reasons of mild or any progress were also the methods. To the least efficient methods belonged *I.N.S.E.R.T.*, which is oriented to information searching, and *DRTA*, which is oriented to appraisal of text. To the most efficient methods belonged *Literature Circles* and *Modeling*. For progress in reading skills were also efficient pair work, individualised attitude, individualised and continuous feed back, working lists and chosen texts.