Critical Reading

- 3 Critical Reading Paradigms
- Recent Research on Reading: 2 Critical Studies
- New FY Critical Reading Learning Outcomes
- Selection of Texts
- Three ways to Assign and Assess Critical Reading
Levels of Literacy in Education

(Wells, 1987)
Reader-Response Critical Cycle

Evocation

Criticism

Reader

Interpretation

Response
Reader Response

The basic focus of reader-response criticism is on the negotiation or collaboration between author, text, and reader that determines literary meaning.

Source: Retrieved on April 7, 2005 from http://cc.cumberlandcollege.edu/acad/english/litcritweb/glossary.htm#T
On Reading: A human invention

“We were never born to read. Human beings invented reading only a few thousand years ago. And with this invention, we rearranged the very organization of our brain, which in turn expanded the ways we were able to think, which altered the intellectual evolution of our species.” (Wolf, 2007)
Wolf’s *Proust and the Squid*

“I believe that reading, in its original essence, [is] that fruitful miracle of a communication in the midst of solitude.” --Proust

The Squid: neuropsychology of the brain can block or facilitate that communication
Adolescent Literacy Trends: PISA 2009

- Girls outperformed boys.
- Students reading less than in previous years.
- Students with the most strategies had highest scores.
- Countries that targeted struggling readers improved their scores.

Literacy scores by gender at age 15.
www.oecd.org/els/social/family/database
21st Century Literacy Crisis

- Economic development
- Inequities in distribution of literacy skills
- Insufficient skills in the workforce
- Less time spent reading by younger generations, especially boys!

“In Education Chinese Students Lead the World.”
http://digitaljournal.com/article/301153
How Generation M Reads

Percentage of Time Spent Reading While Using Other Media
7th- to 12th-Graders in 2003–2004

Percentage of reading time

Reading while:
- Watching TV 11%
- Listening to music 10%
- Doing homework on the computer 3%
- Playing videogames 3%
- Playing computer games 2%
- Using the computer (other) 2%
- Instant messaging 2%
- E-mailing 1%
- Surfing websites 1%
- Using any of the above media 35%

“…the decline in the percentage of Proficient readers is occurring at the highest educational levels.” (To Read or Not to Read)

Table 6C. Percentage of Adults Proficient in Reading Prose, by Highest Level of Educational Attainment

<table>
<thead>
<tr>
<th>Education level</th>
<th>1992</th>
<th>2003</th>
<th>Change</th>
<th>Rate of decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than/some high school</td>
<td>1%</td>
<td>1%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High school graduate</td>
<td>5% *</td>
<td>4% *</td>
<td>-1 pp *</td>
<td>-20%</td>
</tr>
<tr>
<td>Vocational/trade/business school</td>
<td>9%</td>
<td>5%</td>
<td>-4 pp</td>
<td>-44%</td>
</tr>
<tr>
<td>Some college</td>
<td>14% *</td>
<td>11% *</td>
<td>-3 pp *</td>
<td>-21%</td>
</tr>
<tr>
<td>Associate’s/2-year degree</td>
<td>23% *</td>
<td>19% *</td>
<td>-4 pp *</td>
<td>-17%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>40%</td>
<td>31%</td>
<td>-9 pp</td>
<td>-22%</td>
</tr>
<tr>
<td>Graduate study/degree</td>
<td>51%</td>
<td>41%</td>
<td>-10 pp</td>
<td>-20%</td>
</tr>
</tbody>
</table>

* No statistically significant change
pp = percentage points

PISA Recommendations

- Teach reading strategies.
- Close the gap between lowest and highest performers.
- Promote and encourage reading for pleasure.
- Focus on boys as early as possible.
Recent research on college students

- Arum & Roksa, 2011
- Collegiate Learning Assessment (CLA) test in critical thinking, logical reasoning, and writing at entrance and at the end of the sophomore year.

Factors affecting CLA performance after 2 yrs:
- High expectations of faculty
- Courses with 40 pages of reading/week and 20+ pages of writing/semester
- Studying alone
- Majors

At AUC: What do we know?

How much reading is expected per academic year?
- 39% of FY students read more than 10 assigned books and packs of course readings. 27% read fewer than 5.

How much writing is expected?
- 16% of FY students write more than 10 papers between 5 and 19 pages and 41% have written a paper more than 20 pages in length.

## Critical Reading Learning Outcomes

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appreciate the value of reading in a variety of genres, including media literacy;</td>
<td>1. evaluate main ideas and supports from a variety of academic books, articles, and other texts such as non-print media;</td>
</tr>
<tr>
<td>2. articulate response and a personal interpretation of a text;</td>
<td>2. articulate relationships between and among texts and other knowledge;</td>
</tr>
<tr>
<td>3. summarize the main points and arguments/counterarguments of a reading with major supports;</td>
<td>3. infer and identify the author’s purpose, audience, tone, and other stylistic elements;</td>
</tr>
<tr>
<td>4. identify inferred meanings and implications of an argument or work of fiction;</td>
<td>4. evaluate the strengths and weaknesses of an argument and of a research article.</td>
</tr>
<tr>
<td>5. recognize missing elements/limitations of a text or argument;</td>
<td></td>
</tr>
<tr>
<td>6. identify distinctive elements of a writer’s style including use of words and language, as well as appeals to emotion, logic, and ethics.</td>
<td></td>
</tr>
</tbody>
</table>
Positive Effects of Techniques and Materials on Attitudes to Reading

- Using high-quality literature
- Using questions to activate prior knowledge
- Reading aloud to students
- Stressing links between literature and the lives of students
- Training children in metacognitive thinking
- Arranging for students to participate in literature discussion groups

(McKenna, 2001)
Text Selection

- Accessibility and Difficulty Level
- Reading Ladders Approach
- Variety of genres
- Interest: Big Questions
Reading Ladders Approach

Begin with the end in mind. (Covey, 1989)

Find out where students are on the ladder and bring them where they need to be. (Lesesne, 2010)
Text Accessibility and Amount

- Vocabulary range: 98% comprehension for fluency (Nation, 20)
- Readibility Index: 10th to 12th grade for first year AUC students
- Length: 200-300 page books + shorter readings
- Amount: Ferial Ghazoul’s “Rule of 12”
- Expectations: Not
Text variety and genres

- Balances:
  - Male/Female and Western/non-Western voices
  - Logos and Mythos: Non-fiction and Fiction
- Contemporary discourse
- Some readings should mirror writing LOs directly or indirectly (argument, research)
Innovative Reading Programs

- **Reading Ladders**
- **Investigating Big Ideas**
- **Literature Circles**
- **Common Readers: One Book, One Community**
- Readers’ Theater
- Questioning the Author
- Reading Buddies
- Reading Olympics

- Book talks
- Book trailers
- Illustrating Book Passages
- Book Exchanges on Facebook, Twitter, Blogs, Wikis
- Modeled Readings (Ts, buddies, recordings)
- Book Floods
- Reading Workshops
- Literary Letters
Common Readers

- **Creating Common Ground: Common Reading and the First Year of College** (Ferguson, 2006)

- **One Book, One Community**

**UC Santa Barbara Reads Examples**

- **2013**: Moonwalking with Einstein by Joshua Foer.
- **2012**: Moby Duck by Donovan Hahn
- **2011**: The Immortal Life of Henrietta Lacks by Rebecca Skloot
- **2010**: Enrique’s Journey by Sonia Nazario
- **2009**: Ethics for the New Millennium by Dalai Lama
- **2008**: The Travels of a T-shirt in the Global Economy by Pietra Rivoli
- **2007**: Field Notes from a Catastrophe by Elizabeth Kolbert
Assignments and Assessments

- Literature Circles
- Reading Journals
- Response Papers
- Chapter or Article Student Presentations
- Book Reviews
- Letters to Author
- Debate and Report
- Quizzes and Exams
- Critical Analysis, Synthesis Essays