

WHAT IS CRITICAL READING?

Critical Reading
is done for a
specific purpose

Critical Reading
is enhanced by
interest

Q. What do you
see on this
page?

A. Squiggles of
ink!

Critical Reading
is based on what the
reader already
knows.

Critical Reading
The reader must
interact with the
printed word.



Critical Reading
Seeks the
fewest possible clues
to obtain
meaning

Q. What gives meaning to these squiggles of ink?

A. The information that is already in your head.

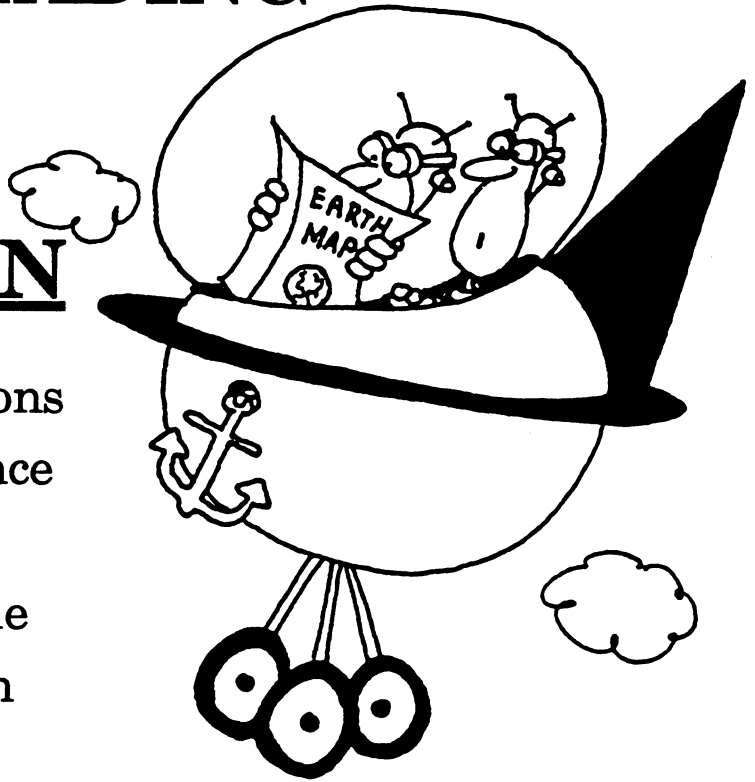
Critical Reading
is
selective

CRITICAL READING IS ACTIVE NOT PASSIVE.

CRITICAL READING INVOLVES:

ANTICIPATION

Making reasonable predictions based on incomplete evidence
and
Generating several possible predictions from the given information



AND



RISK TAKING

Willingness to change predictions and thinking when new evidence is revealed in the text.

CRITICAL READING IS MORE THAN GUESSWORK!

Predictions are based on
EVIDENCE

Predict what will
happen



WHAT DETAILS SUPPORT
YOUR PREDICTION?

RESEARCH SAYS

The questions teachers ask are the most important aspect of classroom learning.

Taba, H., Levine, S., & Elsey, F., "Thinking in Elementary School Children." San Francisco State, 1964.



Independent readers can be moulded by instructing students on how to ask questions that "get somewhere."

Cramer, R.L. "Setting Purposes and Making Predictions." *Journal of Reading*, (13) 4, 259-62; 1970

Asking predictive questions for reading leads to growth in critical reading and critical thinking abilities.

Donlan, D., "How to Play 29 Questions", *Journal of Reading* 21(6) 535-41, 1978

Placement of questions affect what is retained by the reader. If students are to interrelate information and derive generalizations, then pre-questions that require an interpretative level of response are essential.

Vacca, R.T., *Content Area Reading*, Little-Brown, 1981

Good thinkers and readers are good predictors. The proficient reader uses the least amount of information to make the best possible guesses.

Goodman, K.S., "A Psycholinguistic Guessing Game". In H. S. Singer, Ed. *Theoretical Models and Processes of Reading*. IRA, 1970.

Accurate predictions and reading ability go hand in hand.

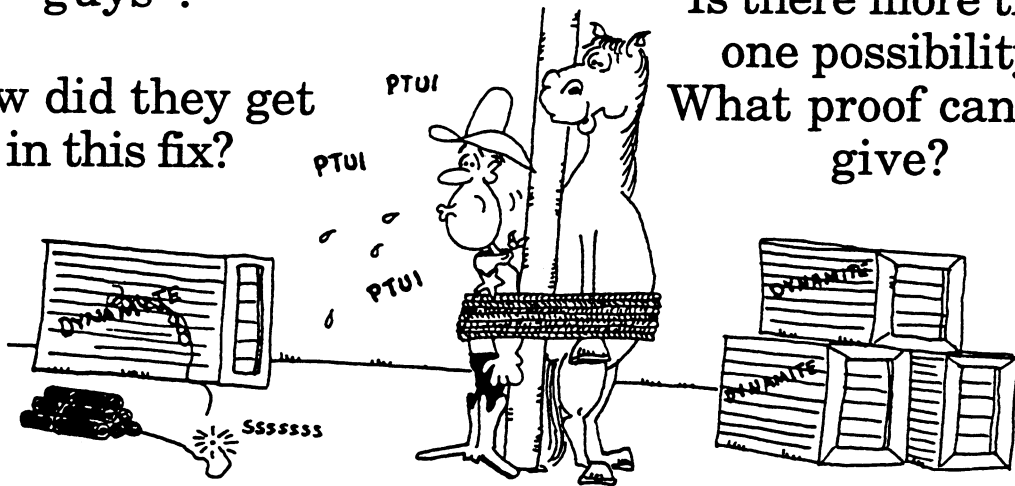
Greeno, J. G. "Time to Read Semantically Related Sentences" *Memory and Cognition* 2,(1A), 1974

READING LESSON # 1 — PREDICTING

Before Reading

Are these “good
guys” or “bad
guys”?

How did they get
in this fix?



During Reading

What will happen
next?

Is there more than
one possibility?

What proof can you
give?

After Reading

If you were _____

Suppose that _____

How many ways _____

How is _____ like _____?

Asking the right question at the right time!

Questions to ask before reading

Questions to ask during reading

Questions to ask after reading