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ABSTRACT This annotated reference list provides information about books, articles, and dissertations that discuss critical reading. The 74 entries deal with a variety of topics, including the following: techniques for teaching critical reading; the relationship of attitude and reading comprehension to critical reading responses; the development of questioning techniques; how to increase reading ability; critical reading and critical thinking abilities in children; creativity as a factor in reading achievement; critical reading to detect propaganda techniques; literal and critical reading in social studies; directing reading maturity as a cognitive process; field articulation and critical reading and listening; and mature readers' affective responses to three propaganda devices. A critical reading skills chart is presented with the list. (PL)
CRITICAL READING:

An Annotated Reference List and Skills Chart

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References and skills discussed in presentation at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association, Cincinnati, Ohio, October 12-14, 1978.
CRITICAL READING: Annotated References

Allen, Ruth J.  
**TEACHING CRITICAL READING THROUGH A PUPIL-TEAM LEARNING APPROACH.**  
210 fourth graders in 6 week pre/posttest study. Team approach no better than total class approach and no significant difference in affective behavior; significant difference in critical reading ability with higher level questions.

Alston, Doris.  
**An Investigation of the Critical Reading Ability of Classroom Teachers in Relation to Selected Background Factors,** EDUCATIONAL LEADERSHIP 29 (January, 1972) 341-343.  
170 classroom teachers in graduate courses. No significant differences on Watson-Glaser Critical Thinking Appraisal for sex or number of courses in reading; significant differences in favor of younger (age) and years of teaching (experience).

Anderson, Howard, et al.  
**An Experiment in Teaching Certain Skills of Critical Thinking,** JOURNAL OF EDUCATIONAL RESEARCH 38 (December, 1944) 241-251.  
Variety of comprehension skills taught through problems to 962 grade 7 and 838 grade 10 students. Experimental higher on ability to draw conclusions.

Arlo, Raymond.  
3 teachers, one semester, with 2 experimental and 1 control group each. Inductive significantly higher than expository; experimental significantly higher than control on Watson-Glaser.

Barrett, Thomas.  
**"Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension" in Clymer, Ted, "What is 'Reading'? Some Current Concepts.**  
Taxonomy refers to this level as "Evaluation" and lists 5 kinds of judgments required.

Brown, Pauline.  
**THE RELATIONSHIP OF ATTITUDE AND READING COMPREHENSION TO CRITICAL READING RESPONSES.**  
270 grade 11 English students. Topics were communism and Negro racism. Experimental group higher on standard tests. Little relationship between attitude toward a topic and critical reading of it, but tendency was to give more correct responses on topics where attitude was favorable.

**DEVELOPING QUESTIONING TECHNIQUES.**  
Columbus: Charles Merrill, 1971.  
Suggested procedures following Bloom's Taxonomy. No definition of critical reading.
Cook, Dean Albut. AN ANALYSIS OF READING COMPREHENSION QUESTIONS IN BASAL READING SERIES ACCORDING TO THE BARRETT TAXONOMY. Doctoral Dissertation, Cornell, 1970.

Three basal programs: questions were 55% literal, only 3% evaluative. Suggests higher level performance presumes lower level comprehension.


Crossen analyzed 375 students, grades 9 & 10. Topics related to Negro and German. No significant difference for indifferent or favorable attitude; unfavorable attitude produced significantly lower critical reading score.


Culyer tested 669 students in the three grades with Gall's CR test. No significant difference by grade or by sex; significant differences by intelligence and by reading achievement.


Teachers of grades 2-6: 10 experimental and 10 control. Experimental teachers were given feedback on discussions with pupils. Significant difference for experimental in level of thinking from September to December.

Davis, John E. "The Ability of Intermediate Grade Pupils to Distinguish Between Fact and Opinion," THE READING TEACHER 22 (February, 1969) 419-422.

Davis tested 409 pupils in grades 4-6 on 10 paragraphs to distinguish fact/opinion. Differences by grade, sex, & IQ: Better on fact than on opinion.


Dulin tested 127 subjects, junior high to adult, reading 10 articles slanted positive/negative. In all cases means were higher when slant was positive.


Feely tested 304 students in grades 7, 9, and 11 given Cornell Critical Reading Test. Verbal ability accounted for 25% of variance; no significant relationship for age or socio-economic status.
Follman, John and A. J. Lowe. "Empirical Examination of Critical Reading and Critical Thinking--Overview." JOURNAL OF READING BEHAVIOR 5 (Summer, 1973) 159-68. 58 grade 5 and 57 grade 12 students given variety of tests. Little or no unique variance between critical reading and critical thinking; both can be accounted for by language ability.


537 students in grades 4-6: Significant difference by grade, IQ, and reading achievement; no significant difference by sex.


Good list of skills; somewhat jumbled by levels.


305 "average" grade 5 and 6. Tested for attitude toward reading, recall of selections, and critical reading. Attitude/critical reading correlated higher (.23-.50) than attitude/recall (-.12-.35).


Used Bloom to classify questions of teachers in 32 classes, grades 4-9. Only 5.4% were above the interpretive level; 63.4% were memory!


Random sample of 4 teachers at each of grades 2, 4, and 6. Total of 29% of questions were beyond literal. (translation)


57 grade 5 in experimental and 57 in control. In 8 weeks, experimental defended answers as a result of teacher questions. No significant differences on factual knowledge or on OSU Critical Reading Test.


Three points on critical reading, p.484.

Harris, Larry A. and Carl B. Smith. READING INSTRUCTION. New York: Holt, 1976 (2nd ed.)

Pp. 262-279 offer good discussion, limited skills list; sees development through teacher questions.


Semantic principles important for critical thinking/reading.
Heilman, Arthur W. PRINCIPLES AND PRACTICES OF TEACHING READING. Columbus: Charles Merrill, 1977 (4th ed.)
Ep. 474-482: lists eight skills and defines CR as "Interpreting and evaluating material, is probably as close a synonym for critical reading as can be found."

277 pupils, grades 4-6, instructed in ten concepts of logical thinking; significant learning; effect of grade and sex unclear.

Higginbotham, Florrie W. AN ANALYSIS OF CONTENT AND METHODOLOGY FOR TEACHING CRITICAL READING SKILLS IN BASAL READERS. Doctoral Dissertation, University of Georgia, 1970.
Examined 32 primary books in 4 basal programs. Sample did not provide content or methodology for teaching CR. CR questions ranged from 4% to 37%.

Hillierich, Robert L. READING FUNDAMENTALS FOR PRESCHOOL AND PRIMARY CHILDREN. Columbus: Charles Merrill, 1977.
Pp. 143-145 discuss five CR skills to be taught at primary level.

No definition. Follows Bloom in questioning levels.

Sees CR as falling between "interpretation" and "assimilation." Suggests specific assignments to practice CR.

Taught 7 concepts of logic to upper elementary pupils. Matched groups of 33 each. Experimental instructed 250 minutes/week for 4 months. Significant difference in favor of experimental.

Of 5 questions written by each teacher on 4th grade selection, 97% were literal, 2.7% interpretive, 0.3% evaluative.

In analysis of 22 samples, 7 newspapers, 9 styles, found all skills interrelated; major ones needed: adequacy/completeness, fact/opinion, slant/bias.

Still the best collection of writings and research on critical reading.
King, Martha L. "Evaluating Critical Reading" in PÖRGING AHEAD IN READING. IRA Proceedings 12 (1967) 179-185. Reports development of two instruments at Ohio State University to measure knowledge and process objectives of CR. Also found relationship between teacher questions and intellectual effort in pupil responses.

Kourilsky, Marilyn. "Learning through Advocacy: An Experimental Evaluation of an Adversary Instructional Model," JOURNAL OF ECONOMIC EDUCATION 3 (Spring, 1972)-86-93. Experimental group of 10 economic classes used AIM; control used lecture method. AIM students significantly better in critical thinking. (posttest only; no pretest)

Lanneigne-Case, Constance. THE CONSTRUCTION AND EVALUATION OF EXERCISES ON TWO ASPECTS OF CRITICAL READING (DETERMINING AUTHOR'S BIAS AND NOTING INFERENCE) FOR GRADE SIX. Doctoral Dissertation, Boston University, 1967. 15 self-directing/correcting exercises (20 minutes each) used with experimental (E and C groups total 390). Length 6 weeks. In most comparisons on posttest, experimentals exceeded controls at all ability levels and boys excelled girls.


Livingston, H. "Investigation of the Effect of Instruction in General Semantics on Critical Reading Ability," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH 16 (March, 1965). In sample of 3 tenth grade classes, found experimental gained significantly in critical reading skill as a result of instruction in general semantics.

Lowerre, George F. and Joseph M. Scandura, "Conceptually Based Development and Evaluation of Individualized Materials for Critical Reading Based on Logical Inference," READING RESEARCH QUARTERLY 9 (1973-74) 186-205. Randomly selected 40 pupils, grades 2-4, and assigned to E or Control. Taught "or" and "all" elimination, 2 times/week (50-64 days total). All test results favored experimentals and most were significant. Hierarchy of skills also supported.

Lundsteen, Sara W. "Levels of Meaning in Reading," THE READING TEACHER 28 (December, 1974) 268-272. Compared impact of simple and complex material on level of thinking of 190 pupils, grades 3 and 6. When dealing with large thought unit (vice a word), children go to abstract level instead of "personally opportunistic" functional or "personal, particular" concrete levels.

Maney, Ethel. "Literal and Critical Reading in Science," JOURNAL OF EXPERIMENTAL EDUCATION 27 (September, 1958) 57-64. 513 end-of-5th-grade pupils. CR in science can't be predicted from literal, verbal IQ, or general reading tests; verbal IQ and general reading tests measure common abilities.


Meehan, Sister M. Trinita. THE EFFECTS OF INSTRUCTION BASED ON ELEMENTS OF CRITICAL READING UPON THE QUESTIONING PATTERNS OF PRESERVICE TEACHERS. Doctoral Dissertation, Indiana University, 1970. 3 classes of LA methods seniors: (1) traditional, (2) CR emphasizing affective, (3) CR emphasizing cognitive. Effect of 6 lessons measured by number of CR questions asked, significantly higher for cognitive group.


Pearson, P. David. "The Effects of Grammatical Complexity on Children's Comprehension, Recall, and Conception of Certain Semantic Relations," READING RESEARCH QUARTERLY: 10 (1974-75) 155-192. 64 pupils, grades 3-4, average and high ability. Comprehension is higher when material is embedded; kids "chunk" ideas. Suggests need to teach importance of which, who, because, etc.

Pieronek, Florence T. ACQUISITION OF SPECIFIC CRITICAL READING SKILLS AND DEVELOPMENT OF LEARNING STYLE IN AN INDIVIDUALIZED READING PROGRAM AND A BASAL READING PROGRAM. Doctoral Dissertation, Boston University, 1974. 2 4th and 2 5th grade classes in each, experimental and control. Individualized significantly higher on CR tests than basal groups. In most subtests, 5th higher than 4th and girls higher than boys.

With 220 'middle class' 5th and 6th graders (social studies), found a definite hierarchy: literal, interpretive, critical. (Some interpretive "skills" would be classed as "critical" by many, but literal was obviously acquired at the second and third levels.)


Pp. 126-129; defines "critical evaluation" and lists 7 "important considerations."


With 232 11th grade English students, found creativity was not a factor separate from IQ in reading achievement.


Pp. 380-396, refers to "factual," "interpretive," and "applicative" levels. While some of the 9 "skills" listed would be classed as CR skills, some would also be classed as interpretive skills.

"The applicative level of comprehension requires the individual to transform, utilize, and apply the information heard or read." (p. 381)


Presents modification of Taba's questioning strategies; seems to use "applicative" for "CR," but examples are appreciation ("creative").


Probably offered the most widely accepted definition of "critical thinking": ". . . critical thinking is the process of examining both concrete and verbal materials in the light of related objective evidence, comparing the object or statement with some norm or standard, and concluding or acting upon the judgment made." (p. 285)


Follows Bloom. Defines critical thinking: " . . . includes all thought processes beyond the memory category." (p. 6)

Santos, Natividad A. PROVISIONS FOR CRITICAL READING IN PHILIPPINE BASAL READERS: AN ANALYSIS OF READING QUESTIONS BASED ON A CLASSIFICATION SCHEME OF COGNITIVE SKILLS. Doctoral Dissertation, Indiana University, 1968.

Synthesized 44 critical reading skills cited by 39 reading experts and applied to 7 basal readers and 20 workbooks. While Bloom's levels were represented in basal questions, "comprehension seemed to be equated with the production of verbatim responses."

52 adult volunteers (age 20-59, education 12-20 years) participated in 8 weekly lessons of 1.5 hours each on critical reading. Showed significant change score in CR but no significant increase in general reading skill.


37 experimental and 37 control at grade 6. Two 30 minute lessons/week for 4 weeks. Significant difference on test to label propaganda devices, but no difference in CR. (But they were only taught to label.)


"Critical Reading, as I see it, is the third level in the hierarchy of reading-for-meaning skills. It involves the literal comprehension and the interpretation skills, but it goes further than either of these in that the reader evaluates, and passes personal judgment on the quality, value, accuracy and truthfulness of what is read." (p.118)


Investigated relationships, with 231 grade 12 students, among CR, influenceability, personality, IQ, reading, aptitude, and GPA. (To oversimplify conclusions: no important relationships, but CR more strongly related to personality among males than females.)


Grade 5, 513 pupils. Comprehension in social studies is a composite of many skills. CR is independent of literal comprehension; "general reading" and verbal intelligence measure common factors.

Spache, George D. READING IN THE ELEMENTARY SCHOOL. Boston: Allyn & Bacon, 1964. Pp. 229-232. "Critical reading... involves an interaction between the reader and the material that results in a new or different viewpoint and understanding which the ideas offered by the author." Lists as common misconceptions: (1) only for high school, (2) simply high level comprehension, (3) synonymous with "creative" or "interpretive."


Sweigart, Elizabeth. "Reading Comprehension Emphasis in Pupil Materials During the 1930's and the 1960's." ED 063 602, May, 1972. 1960's appear to reflect greater emphasis on critical; nevertheless, more than 50% of comprehension questions are of literal level.

Taba, Hilda, "The Teaching of Thinking," ELEMENTARY ENGLISH 42 (May, 1965) 534-542. Demonstrated with elementary pupils that (1) they could be trained in the process of thinking, (2) such training resulted in acceleration of the developmental process, (3) low IQ pupils were capable of higher thought processes. Importance of "why?" questions and concrete examples which underlie these training procedures were also emphasized.

Uyidi, Guillaume T. FIELD ARTICULATION AND CRITICAL READING AND LISTENING. Doctoral Dissertation, University of Toronto; 1974. 52 grade 3 boys. On OSU CR test, field-independent higher than field-dependent. Cognitive style + Total IQ = 44% of variance in CR. (Cognitive style = 23.9%; total IQ = 20.5%)


Selection to be Read

Decoding: Literal/Inferential Comprehension

Reserve Judgment

Implied

Central Issues

Stated

Author's Purpose

Inform

Excite

Incite

Author's Background

Inadequate

Appropriate

Currency

Inappropriate

Support

Fact

Supported

Opinion

Unsupported

Relevant

Appropriate

Irrelevant

Accurate

Reliable

Inaccurate

Complete

Adequate

Incomplete

Language Style

Levels of Abstraction:

Vague

Precise

Shifting

Propaganda Devices

Slant/Bias

Words: connotation/denotation

Literary Devices: irony, allusion, satire, analogy

Graphics: tables, charts, cartoons

Logic

Conclusions: Stated/Implied

Valid

Deductive: Necessary

Inductive: Probable

Practical: Plausible

Reliable

Premises/Conclusions

Inaccurate

Adjusted Thinking/Action by the Reader