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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. (FL)

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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.

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Robert L. Hillerich
October, 1978

BOWLING GREEN STATE UNIVERSITY

Department of Curriculum & Instruction

CRITICAL READING: Annotated References

- Allen, Ruth J. TEACHING CRITICAL READING THROUGH A PUPIL-TEAM LEARNING APPROACH. Doctoral Dissertation, Boston University School of Education, 1972.
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. THE RELATIVE EFFECTIVENESS OF INDUCTIVE AND EXPOSITORY TEACHING OF PRINCIPLES OF GENERAL SEMANTICS UPON THE CRITICAL READING ABILITY OF 9TH GRADE STUDENTS. Doctoral Dissertation, New York University, 1969.
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." INNOVATION AND CHANGE IN READING INSTRUCTION. Chicago, NSSE, 1968, 19-23.
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.. Doctoral Dissertation, Boston University School of Education, 1966.
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.
- Carin, Arthur A. & Robert Sund. DEVELOPING QUESTIONING TECHNIQUES. Columbus: Charles Merrill, 1971.
Suggested procedures following Bloom's Taxonomy. No definition of critical reading.

Cooke, 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, Helen J. "Effect of the Attitudes of the Reader Upon Critical Reading Ability," JOURNAL OF EDUCATIONAL RESEARCH 42 (December, 1948) 289-298.

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, Richard C., III. AN INVESTIGATION OF GROWTH IN CRITICAL READING ABILITY IN GRADES TEN, ELEVEN, AND TWELVE. Doctoral Dissertation, Florida State University, 1973.

669 students in the three grades were tested with Gall's CR test.

No significant difference by grade or by sex; Significant differences by intelligence and by reading achievement.

Dallmann, Martha, et al. THE TEACHING OF READING. New York: Holt, 1974 (4th ed.)

Pp. 170-172 include a short list of skills; definition on p. 166 for.

"Evaluative Reading."

Davidson, Roscoe LeVette. THE EFFECTS OF AN INTERACTION ANALYSIS SYSTEM ON THE DEVELOPMENT OF CRITICAL READING IN ELEMENTARY SCHOOL CHILDREN.

Doctoral Dissertation, University of Denver, 1967.

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.

409 pupils in grades 4-6 tested on 10 paragraphs to distinguish fact/opinion.

Differences by grade, sex, & IQ. Better on fact than on opinion.

Dechant, Emerald V. and Henry P. Smith. PSYCHOLOGY IN TEACHING READING.

Englewood Cliffs, Prentice Hall, 1977 (2nd ed.)

Pp. 259-261 includes brief but good discussion.

Dulin, Ken L. and M. Jane Greenwald. "Mature Readers' Affective Response to Three Specific Propaganda Devices: Loaded Words, Name-Calling, and Borrowed Prestige/Borrowed Dislike" in READING: CONVENTION AND INQUIRY McNinch, George and Wallace Miller (eds.). Twenty-Fourth Yearbook of the National Reading Conference, 1975, 267-272.

127 subjects, junior high to adult, read 10 articles slanted positive/neg. In all cases means were higher where slant was positive.

Feely, Ted. "An Aspect of Critical Thinking: Predicting Students' Use of Evidence." Paper presented at AERA, Washington, April, 1975. (ED 105-406)

304 students in grades 7, 9, 11 given Cornell Critical Reading Test.

Verbal ability accounted for 25% of variance; no sig. 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.
- Gall, Stefanie Swindle. AN INVESTIGATION OF GROWTH IN CRITICAL READING ABILITY IN GRADES FOUR, FIVE AND SIX. Doctoral Dissertation, Florida State University, 1973.
537 students in grades 4-6: Significant difference by grade, IQ, and reading achievement; no significant difference by sex.
- Granite School District. "An Interdisciplinary Inservice Model for Teaching Reading in the Content Areas, Grades 7-9." Salt Lake City: Granite School District, 1975. ED 122-223.
Good list of skills; somewhat jumbled by levels.
- Groff, Patrick J. "Children's Attitudes Toward Reading and Their Critical Reading Abilities in Four Content-Type Materials," JOURNAL OF EDUCATIONAL RESEARCH, 55 (April, 1962) 313-319.
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).
- Godbold, John V. "Oral Questioning Practices of Teachers in Social Studies Classes," EDUCATIONAL LEADERSHIP 28 (October, 1970) 61-67.
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!
- Guszak, Frank. "Teacher Questioning and Reading," THE READING TEACHER 21 (December, 1967) 227-234.
Random sample of 4 teachers at each of grades 2, 4, and 6. Total of 29% of questions were beyond literal. (translation)
- Hampton, Judith. THE EFFECT OF ELABORATE-TYPE QUESTIONS ON COMPREHENSION AND CRITICAL READING ABILITY. Doctoral Dissertation, University of Missouri--Columbia, 1972.
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.
- Harris, Albert J. and Edward R. Sipay. HOW TO INCREASE READING ABILITY. New York: McKay, 1975 (6th ed.)
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.
- Hayakawa, S.I. LANGUAGE IN THOUGHT AND ACTION. New York: Harcourt, 1949.
Semantic principles important for critical thinking/reading.

Heilman, Arthur W. PRINCIPLES AND PRACTICES OF TEACHING READING. Columbus: Charles Merrill, 1977 (4th ed.)

Pp. 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."

Heimann, Therese M. CRITICAL READING AND THE TEACHING OF SELECTED LOGIC CONCEPTS. Doctoral Dissertation, Marquette University, 1976.

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%.

Hillerich, 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.

Hunkins, Francis P. QUESTIONING STRATEGIES AND TECHNIQUES. Boston: Allyn & Bacon, 1972.

No definition. Follows Bloom in questioning levels.

Huus, Helen, "Critical Aspects of Comprehension," ELEMENTARY ENGLISH, 48 (May, 1971) 489-494.

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

Hynam, George H. "An Experiment in Developing Critical Thinking in Children," JOURNAL OF EXPERIMENTAL EDUCATION 26 (December, 1957) 125-132.

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.

Ives, Josephine P. "The Improvement of Critical Reading Skills" in PROBLEM AREAS IN READING, Coleman Morrison (Ed.), Providence: Reading Conference Proceedings, 1965.

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

Kimmel, Thomas H. WHAT CRITICAL READING SKILLS ARE IMPORTANT IN EVALUATING INFORMATIVE AND PERSUASIVE WRITING, AS REPRESENTED BY NEWS, OPINION, AND ADVERTISEMENTS IN PRINT. Masters Thesis, National College, 1973.

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

King, Martha L., ed. CRITICAL READING. New York: Lippincott, 1967.

Still the best collection of writings and research on critical reading.

- King, Martha L. "Evaluating Critical Reading" in FORGING 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)
- Lansigne-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.
- Lapp, Diane and James Flood. TEACHING READING TO EVERY CHILD. New York: Macmillan, 1978.
Pp.321-327; follows Bloom and suggests questioning as a technique. Only two skills discussed (persuasion, propaganda techniques)
- Lauer, Ruth C. A CAUSAL-COMPARATIVE STUDY OF THE EXISTENCE OF A HIERARCHY OF READING COMPREHENSION SKILLS. Masters thesis, Bowling Green State University, 1977.
With 56 university (reading class) students, found a hierarchy in Bloom's levels: knowledge-comprehension-application-"higher type;" no significant effect of question order.
- 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.
- Lowtre, 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.

- MacDougall, Sister Mary J. RELATIONSHIP OF CRITICAL READING AND CREATIVE THINKING ABILITIES IN CHILDREN. Doctoral Dissertation, Ohio State, 1966. 175 experimental and 157 controls, grades 4-6, tested for CR and creative thinking. Experimentals instructed in CR. Low relationship CR and creative at grades 4,5, none at grade 6. Flexibility highest relationship with CR. Concl: no substantial relationship.
- 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.
- McKee, Paul. READING: A PROGRAM OF INSTRUCTION FOR THE ELEMENTARY SCHOOL. Boston: Houghton Mifflin, 1966. Pp. 377-403 offers much more than any recent text. "Critical reading . . . refers to the act--simple or complicated--of evaluating and judging printed, informative statements." Discusses only 4 skills in depth, but implies more on p. 385.
- 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.
- Morton, Leonard. THE INFLUENCE OF INSTRUCTION IN CRITICAL THINKING ON ACHIEVEMENT IN CERTAIN ASPECTS OF THE ENGLISH LANGUAGE ARTS. Doctoral Dissertation, Yeshiva University, 1964. 180 9th grade students instructed in critical thinking and tested for effect in reading, English usage, spelling, literature and vocabulary. Relationship between critical thinking and gains in reading only.
- Nardelli, Robert R. "Some Aspects of Creative Reading," JOURNAL OF EDUCATIONAL RESEARCH 50 (1957) 495-508. Grade 6; 5 experimental and 3 control classes. Experimentals taught to infer and to recognize propaganda devices (10 hours, over 6 weeks). Significant difference only in recognizing propaganda devices. High correlation: IQ, reading achievement, MA and creative reading.
- 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.

Robbins, Ruth. "Relationships Between Critical Reading and Selected Measures of Literal and Interpretive Reading." Paper presented at IRA, Miami Beach, May, 1977.

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.)

Robinson, H. Alan. TEACHING READING AND STUDY STRATEGIES: THE CONTENT AREAS. Boston: Allyn & Bacon, 1978 (2nd ed.)

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

Roughton, Edgar T. CREATIVITY AS A FACTOR IN READING ACHIEVEMENT. Doctoral Dissertation, University of South Carolina, 1963.

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

Ruddell, Robert B. READING-LANGUAGE INSTRUCTION: INNOVATIVE PRACTICES.

Englewood Cliffs: Prentice Hall, 1974.

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)

Ruddell, Robert B. "Developing Comprehension Abilities: Implications from Research for an Instructional Framework" in WHAT RESEARCH HAS TO SAY ABOUT READING INSTRUCTION, S. Jay Samuels (ed.), Newark: IRA, 1978, 109-120.

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

Russell, David. CHILDREN'S THINKING. Boston: Ginn, 1956.

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)

Sanders, Norris M. CLASSROOM QUESTIONS: WHAT KINDS? New York: Harper, 1966:

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 443 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."

Shearin, Charles W. AN EVALUATION OF A PROGRAM TO TEACH CRITICAL READING SKILLS TO ADULT VOLUNTEERS. Doctoral Dissertation, The American University, 1976.

52 adult volunteers (age 20-59, education 12-20 years) participated in 8 weekly lessons of 1½ hours each on critical reading. Showed significant change score in CR but no significant increase in general reading skill.

Smith, Bonnie. CRITICALLY READING FOR PROPAGANDA TECHNIQUES IN GRADE SIX. Masters Thesis, Rutgers University, 1974. ED 098 530

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.)

Smith, Nila Banton. "Reading for Depth" in READING AND INQUIRY, J. Allen Figurel, Ed., Newark: IRA, 1965, 117-119.

"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)

Smith, Richard-L. A FACTOR ANALYTIC STUDY OF CRITICAL READING/THINKING, INFLUENCEABILITY, AND RELATED FACTORS. Doctoral Dissertation, University of Maine, 1971.

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.)

Sochor, E. Eloña. "Literal and Critical Reading in Social Studies," JOURNAL OF EXPERIMENTAL EDUCATION 27 (September, 1958) 49-56.

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 of 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."

Spivak, Jane L. AN INVESTIGATION OF GROWTH IN CRITICAL READING ABILITY IN GRADES SEVEN AND EIGHT. Doctoral Dissertation, Florida State, 1974.

340 students, grades 7 and 8. Significant differences: grade 7 to 8, girls over boys. Significant relationship: CR and general reading.

Stauffer, Russell G. DIRECTING READING MATURITY AS A COGNITIVE PROCESS.

New York: Harper, 1969.

Pp. 475-478. Defines "creative reading" much like "CR," but with emphasis on divergent thinking.

- 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.
- 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%)
- Wolf, Willavene. "The Logical Dimension of Critical Reading" in READING AND INQUIRY, J. Allen Figurel, Ed., Newark: IRA, 1965, 121-124.
Discusses two elements of logic: validity and reliability.
- Wolf, Willavene. "Teaching Students to Analyze and Evaluate Printed Arguments" in CRITICAL READING AND LISTENING: HIGHLIGHTS OF THE 1968 I.R.A. PRE-CONVENTION INSTITUTE II. Salt Lake City: Exemplary Center for Reading Instruction, 1968, 15-41.
Outlines content for criticism of three modes of argument: (1) deductive, (2) inductive, (3) practical.
- Wolf, Willavene, Charlotte Huck and Martha King. CRITICAL READING ABILITY OF ELEMENTARY SCHOOL CHILDREN. Final Report. U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research. Columbus: Ohio State University Research Foundation, 1967.
651 pupils, grades 1-6, 7 school districts. At all grades, significant difference in favor of pupils taught critical reading skills, regardless of IQ. No sex differences. Skills list for "Informational/Persuasive" and "Literary" materials on pp. 20-22.

SELECTION TO BE READ

Robert L. Hillerich
October, 1978

Decoding: Literal/Inferential Comprehension

