

DEFINITION A READING, ANALYSIS AND INTERPRETATION

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Reading and Communication through Grades 9/10.*

Students need to read critically in order to be successful in college. Students read as a way to participate in constructing and contesting meaning.

COMPONENT	EVIDENCE OF LEARNING
A.1 Construct meaning from texts.	<ul style="list-style-type: none"> • Construct meaning from visual and auditory information. • Understand and evaluate meaning in relationship to past knowledge and others' responses.
A.2 Critically view text; evaluate the qualities of evidence. [See Reading GLE 2.3.3]	<ul style="list-style-type: none"> • Analyze the ways a text's organizational structure supports or confounds its meaning or purpose. [See Reading GLE 2.3.1] • Evaluate the kind, breadth, and appropriateness of evidence used to support the writer's reasoning. [See Reading GLE 2.4.4] • Identify the reader's own social and cultural points of view and biases that influence perceptions of and responses to a text. • Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes. [See Reading GLEs 2.4.6, 2.4.7] • Understand how rhetorical devices enhance meaning in both literary and non-literary texts. [See Reading GLEs 2.2.2, 2.2.3, 2.3.4, 2.4.4] • Identify places in texts where power and privilege impact the intended or unintended message. • Examine the effect of textual portrayals of race, gender, religion, sexuality, class, and culture on society and its more and less privileged groups.
A.3 Analyze writer's purpose and evaluate how a writer's style influences different audiences. [See Reading GLE 2.4.2]	<ul style="list-style-type: none"> • Compare how diverse writers use varying styles to achieve similar purposes. [See Reading GLE 2.4.2] • Connect a writer's use of word choice and figurative language to interpretations of literary and non-literary texts. [See Reading GLE 2.3.3] • Examine how specific rhetorical techniques may be used to achieve a specific meaning and purpose. • Understand that a writer uses vocabulary as a rhetorical device to accomplish his/her purpose. [See Reading GLE 2.4.2]
A.4 Apply advanced comprehension monitoring strategies before, during, and after reading. [See Reading GLEs 2.1.3, 2.1.4, 2.1.5, 2.1.7]	<ul style="list-style-type: none"> • Summarize informational and technical texts, including information provided by visual components. [See Reading GLE 2.1.7] • Paraphrase key concepts and complex sections of a text. • Make inferences and draw conclusions based on textual evidence. • Ask questions that provoke thoughtful conversation. • Recognize that key words in a discipline communicate whole concepts. • Write a sentence that captures the writer's central thought or the answer to his or her key question. [See Reading GLE 2.4.7] • Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections (e.g., a thesis statement for a synthesis essay). [See Reading GLE 2.4.5] • Understand familiar words in new contexts. • Vary reading pace and reread when appropriate. • Analyze a text's organizational structure, including transitions and shifts, to determine its main idea, argument, and/or central claims. • Effectively annotate a text to increase understanding and retention. • Use pre-reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading.

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Note: This assumes that students have read from both traditional and contemporary sources, and both fiction and nonfiction.

In a college setting, meaning is both constructed and contested. Thus, critical reading and thinking are paramount. Critical thinking can be defined as a process of evaluating facts in their exact arrangement and proportion in order to understand the certainty of our opinions or interpretations. Reading, then, becomes a conscious, constructive, mental activity wherein the reader analyzes and interprets texts. Students should be able to read for information, but college students will also understand how texts work and how to construct meaning through interaction with text.

COMPONENT	EVIDENCE OF LEARNING
<p>A.5 Analyze texts to develop insights and/or draw conclusions. [See Reading GLE 2.4.1, 2.1.7]</p>	<ul style="list-style-type: none"> • Discover connections between reading and life. [See Reading GLE 2.4.6] • Synthesize information from both informational and literary sources to draw conclusions that go beyond those found in individual sources. [See Reading GLE 2.4.5] • Create a statement that best represents an arguable conclusion drawn from a selection. [See Reading GLE 2.4.6] • Defend an evaluation of a text based on the credibility, reliability, and validity of textual evidence. • Recognize that a variety of approaches may be used to critique text (e.g., personal, historical, sociological).
<p>A.6 Identify genres and read effectively in a variety of genres. [see Reading GLE 3.4.2]</p>	<ul style="list-style-type: none"> • Identify unique characteristics of lengthy and complex literary and non-literary texts (e.g., environmental, scientific, socio-political, economic, historical). • Apply prior knowledge, context clues, and graphic features to predict, clarify, and expand understanding of a particular genre. • Discriminate among types and quality of information. • Navigate through large quantities of information using textual clues to evaluate quickly relevance and appropriateness of the information to the task (e.g., manage large amounts of information found with data-gathering technologies and information resources (search engines, periodical databases, institutional websites)).
<p>A.7 Analyze recurring themes in non fiction and fiction. [see Reading GLE 3.4.3]</p>	<ul style="list-style-type: none"> • Characterize the presentation of a similar theme or topic across genres (e.g., memoirs, journals, autobiographies, essays) and explain how the selection of genre shapes the theme or topic. • Compare the development of a theme in fiction with the development of the same theme in nonfiction.