

POVERTY > ACCESS > READING > LITERACY. S. Krashen (www.sdkrashen.com)
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“People will believe anything you say about public schools as long as it’s bad” (Gerald Bracey, 2009, Education Hell: Rhetoric Versus Reality).

Martin Luther King: "We are likely to find that the problems of housing and education, instead of preceding the elimination of poverty, will themselves be affected if poverty is first abolished.”

HAS THERE BEEN A DECLINE IN INTEREST IN READING? NO

Minutes per day of reading

year	age	books	mag/news	websites	total
1945	15-19	22	42		54
2010	15-18	21	13	16	50

Link, H. & Hopf, H. (1946). *People and books: A study of reading and book-buying habits.* New York: Book Manufacturers’ Institute.

Rideout, V., Foehr, U., & Roberts, D. (2010). *Generation M2: Media in the lives of 8 to 18 year-olds.* Menlo Park, CA: Kaiser Family Foundation.

Age 50+ percentage of non-readers (no books one year or longer)

1945: 40% (Link & Hopf)

2018: 28% <http://www.pewresearch.org/fact-tank/2018/03/23/who-doesnt-read-books-in-america/>)

THE REAL ISSUE: POVERTY:

Income related to amount of reading

2016		1985	
income	Percentage	income	Percentage
30K less	65	23.5K less	72
30-49K	74	23.5-58.5K	85
50-75K	75	58.5 +	92
76K+	81		

2016: Pew: Book Reading, <http://www.pewinternet.org/2016/09/01/book-reading-2016/>

1985: Zill and Winglee (1990) Who Reads Literature? (2016 dollars)

POVERTY – LESS ACCESS TO READING MATERIAL

Beverly Hills/Watts:

Available books in home:

BH = 200; Watts = .4;

Classroom libraries:

BH = 400; Watts = 50;

Smith, C. , Constantino, R. & Krashen, S. 1997. Differences in print environment for children in Beverly

Hills, Compton and Watts. *Emergency Librarian* 24,4.

http://www.sdkrashen.com/content/articles/1997_differences_in_print_environment.pdf

Philadelphia: Public libraries in middle-income neighborhoods open more evenings, stay open longer. Far more juvenile books per child in high-income libraries. "Children in middle-income neighborhoods were likely to be deluged with books. However, children from poor neighborhoods would have to aggressively and persistently seek them out" (p. 15). Neuman, & Celano, (2001). Access to print in low-income and middle-income communities. *Reading Research Quarterly*, 36(1).

MORE ACCESS > more reading

- Live closer to public libraries > read more. Heyns, B. 1975. *Summer Learning and the Effect of School*. Academic Press.

- Ramos & Krashen (1998; *Reading Teacher*). The impact of one trip to the public library

Child survey (n = 93) First time at public library: 62%; Reading more since visit 62%

Parent survey (n=75) Children more interested in reading since visiting library: 96%;

Notice improvement in child's reading: 94%;

Child spends more time with books: 94%

Child has asked parent to take them to the library since the visit: 67%.

Keith Curry Lance: The better the school library, the higher the reading scores.

READING > LITERACY (reading, writing, grammar, vocabulary, spelling), KNOWLEDGE & HABITS OF MIND

LITERACY:

(1) UK Study: Predictors of scores on vocabulary test (Sullivan, A. & Brown, M. 2014. Univ. of London)

- Reading at age 42: independent of reading at 16 & younger, previous vocab, parent occupation/education

- Fiction: high-brow and middle-brow, but not low-brow

(2) Mason & Krashen 2017. Self-selected reading and TOEIC performance. *Shitennoji University Bulletin*, 63. <http://www.sdkrashen.com/articles.php?cat=2> (one hour = .6 TOEIC pts.)

KNOWLEDGE of literature, social science, science, practical knowledge: West, Stanovich, & Mitchell (1993). Reading in the real world and its correlates. *Reading Research Quarterly*, 28
Liz Murray (Breaking Night): "Any formal education I received came from the few days I spent in attendance, mixed with knowledge I absorbed from random readings of my or Daddy's ever-growing supply of unreturned library books. And as long as I still showed up steadily the last few weeks of classes to take the standardized tests, I kept squeaking by from grade to grade."

HABITS OF MIND: empathy, appreciation of complexity: Kidd, D., & Castano, E. (2013).

Reading literary fiction improves theory of mind. *Science*, 342. Djikic, M., Oatley, K. & Moldoveanu, M. (2013). Opening the closed mind: The effect of exposure to literature on the need for closure. *Creativity Research Journal*, 25(2)

A letter to the editor: Poor spelling an indication of more serious problems. (Wash Post, 3/30,18)
 Mr. Trump’s spelling mistakes reflect problems deeper than a failure to proofread (“Elected to read, not to proofread,” March 21, 2018). My research shows that poor spelling is often the result of not having a reading habit. Studies also show that those who read a lot know more about history and science. They also have greater empathy with others, and understand that the world is complex. Mr. Trump is a perfect example of a non-reader. Stephen Krashen

The PIRLS studies:

Confirms the **NEGATIVE power of poverty & the POSITIVE power of libraries**

Krashen, S., Lee, S. Y. and McQuillan, J. 2012.

Predictors of the reading test: PIRLS 2006

Predictor	Beta	P
poverty	-0.41	0.005
independent reading	0.16	0.14
library: 500 books	0.35	0.005
Instruction	-0.19	0.085

r2 = .63

SES/poverty strongest predictor, found in MANY other studies

Access to library– nearly as large as poverty: can balance effect of poverty.

Instruction: (phonics and phonemic awareness?) **NEGATIVE**

Replication: PIRLS, 2011.

Predictor	beta	p
Poverty	-0.52	0.01
library: 5000 bks	0.2	0.08
class libr	0.08	0.28
parent read	0.065	0.31
early lit	-0.26	0.04
instruction	-0.016	0.5

r2 = .62

from: Krashen, S. Lee, SY, and Lao, C. 2017. Comprehensible and Compelling: The Causes and Effects of Free Voluntary Reading. Libraries Unlimited. ABC-CLIO, LLC.

School library = 5000 books. Again a strong predictor.

Instruction – no effect, mildly negative

Predictors of NAEP reading test scores, grade 4, 1992, 42 states

Predictor	beta	P
Poverty	-0.45	0
Access	1.12	0

r2 = .72. From: McQuillan, 1998. The Literacy Crisis: False Claims and Real Solutions. Heinemann.

Access = books in home, school, community

Predictors of NAEP reading test scores, grade 4, 2007, 51 states

Predictor	beta	P
Poverty	-0.72	0
Access	0.53	0.055

$r^2 = .65$. Access: bks/student in school, public library circulation: Krashen, S., Lee, S.Y. and McQuillan, J. 2012. Is the library important? *Journal of Language and Literacy Education*, 8(1): 26-36. http://www.sdkrashen.com/content/articles/multivariate_studies.pdf

When we control for poverty, US scores are near top of the world. Carnoy & Rothstein, 2013, *What Do International Tests Really Show Us about U.S. Student Performance*. Economic Policy Institute.

PATHS: (1) Reduce, eliminate poverty (2) Protect children against the effects of poverty

GSSR: Guided self-selected reading (Beniko Mason)

WHAT ABOUT PHONICS?

Intensive systematic phonics teaching: positive influence on tests of pronunciation in isolation, but no impact on tests in which children have to understand what they read.

Garan, E. 2001. Beyond the smoke and mirrors: A critique of the National Reading Panel report on phonics. *Phi Delta Kappan* 82 (7): 500–506.

Krashen, S. 2009. Does intensive reading instruction contribute to reading comprehension? *Knowledge Quest* 37(4): 72–74. <https://tinyurl.com/jc6x8mk>

Most complex rules of phonics are acquired: e.g. bomb/bombard/bombing

Explaining phonics, one example. Learned versus acquired: silent [b].

Silent in words ending with -mb (climb, climbing), but “December”; silent but -mb not at end: Rule: still silent if -mb followed by grammatical suffix (bombing, bomber) but bombastic.

PHONEMIC AWARENESS Phonemic awareness training improves scores on tests of phonemic awareness, but does not influence reading test scores. The result of reading Krashen, S. 2001. Does “pure” phonemic awareness training affect reading comprehension? *Perceptual and Motor Skills* 93: 356–358.

READ ALOUDS. (Story-Listening)

More stories > better reading, vocabulary

Reach out and Read: Waiting rooms for well-child checkups, high poverty areas, staff demonstrates/discusses reading aloud, physician give a free book.

Mendelsohn et. al., 2001: only 3 appointments, only 4 books in total. closer to national norms

	n	Expressive	Receptive
comparison	49	80.9	85.2
ROR	73	85.2	93.7
effect size		0.29	0.57
national norm		100	100

<http://www.reachoutandread.org/>

Krashen, S. 2011. Reach out and read (aloud). Language Magazine 10 (12): 17-19.

http://www.sdkrashen.com/content/articles/rora_language_mag..pdf

Leads to reading: "Sixteen books went home tonight: Fifteen were introduced by the teacher" (Brassell, 2003).

Vast majority of children say that they enjoy being read to (Walker and Kuerbitz, 1979; Mason and Blanton, 1971; Wells, 1985; Senechal, et. al. 1996).

Interruption studies: teaching print awareness – words separated by spaces, where title is located – acquired anyway, possible disruption

Krashen, S. 2013. Read-alouds: Let's stick to the story. Language and Language Teaching, issue 3, (Azim Premji University and the Vidya Bhawan Society)

http://sdkrashen.com/content/articles/2013_stick_to_the_story_.pdf

Mason, B. and Krashen, S. 2004. Is form-focused vocabulary instruction worth-while? RELC Journal 35 (2): 179-185. <https://tinyurl.com/y2ezzp8k>

Delayed test = five weeks later (surprise)

Words acquired per minute

	Gain	Time	Efficiency
Story only	3.8	15"	0.25
Story+study	11.4	70"	0.16

WHAT ABOUT WRITING?

More writing will not result in better writing form: Writing form is the result of reading.

We write to communicate with others, also: writing helps us solve problems, can make us smarter.

"Meaning is what you end up with, not what you start out with." (Elbow)

The composing process: 1. revision (Hemingway on first drafts) 2. Flexible planning. 3. Reread. 4. Delay editing 5. Incubation 6. Daily regular writing

Stephen King: don't "wait for the Muse. Your job is to make sure the muse knows where you are going to be every day from nine 'till noon or seven 'till three"

Susan Sontag: "... you can't wait for inspiration." (Brodie, 1997, p. 38),

Madeleine L'Engle: "Inspiration usually comes during work, rather than before it."