

**Q1: What grade level(s)/courses do you teach?** 101, 102, 111

**Q2: Describe the literature and/or informational texts that are required in your courses.** Usually an anthology and additional readings for literature; a variety of fiction and non-fiction texts, including scholarly journal articles, for the comp.

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** Usually classroom discussion of text segments, in addition to discussion of how to annotate.

**Q4: What skills do you see as important for critical/close reading?** Ability to interact with the text through annotation and active reading strategies; perseverance; intellectual curiosity

**Q5: When you think of college-level reading, what characteristics come to mind?** Should be a mix of challenging and complex with supplements from pop culture texts/genres that help students think about both differently.

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** College level reading requires more patience and perseverance--should challenge the student beyond their normal comfort level

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** 8-10. Having worked with several high school teachers over the last couple years, it's clear they spend a lot of time talking about/reading with their students

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** More reflection/metacognition of what reading skills will be needed in college

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** 5. English instructors probably do the most for teaching students reading strategies, but we need more emphasis on reading across disciplines

**Q10: What should colleges be responsible for in regards to reading at the college level?** Explaining to/working with their students on how to read /interpret texts within their discipline.

**Q1: What grade level(s)/courses do you teach?** 099, 101, 102

**Q2: Describe the literature and/or informational texts that are required in your courses.** novels, scholarly journals, reference texts

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** depends on the course -- annotation for lower levels, historical and social context for higher levels

**Q4: What skills do you see as important for critical/close reading?** interpreting within the context of the material, no skimming or skipping, annotating, asking questions

**Q5: When you think of college-level reading, what characteristics come to mind?** ability to interpret material within the context of the discussion, ability to apply material to other arenas

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** college ready = vocabulary ready college level = interpretive ready and ability to work within levels of complexity

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** Hard to know. I'm willing to bet high schools do a wonderful job. Students don't want to read closely -- they prefer to skim, skip, read bookrags, etc.

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** require close reading with high stakes quizzes that ask literal rather than interpretive or applied questions

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** Probably a 10, but then again, you can't force a student to read. Students prefer to skim and skip unless they are given literal quizzes that are high stakes

**Q10: What should colleges be responsible for in regards to reading at the college level?** Present levels of complexity and encourage contextual reading by demonstrating how historical, social, and other factors influence the writer's purpose and message.

**Q1: What grade level(s)/courses do you teach?** Study Skills, Writing, and Literature

**Q2: Describe the literature and/or informational texts that are required in your courses.** Norton's Anthologies and collections of articles

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** I provide a reading self-assessment at the beginning of the quarter for the literature courses

**Q4: What skills do you see as important for critical/close reading?** practice, college-level vocabulary

**Q5: When you think of college-level reading, what characteristics come to mind?** Students should be able to read a magazine such as Time without difficulty

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** I'm not sure--I don't this any

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** 5 It's more a matter of a student's lifestyle and habits. Those who read and have read a lot tend to do well; those who don't, struggle

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** Encourage reading as an outside-of-class activity and habit--put down the phones and pick up a book

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** 5 The assumption is that students in college-level courses can read at the college level by default

**Q10: What should colleges be responsible for in regards to reading at the college level?** I'm not sure--perhaps offer some brush-up courses or vocabulary development courses. The cold truth is that it should not take 12 years (K-12) of education to teach someone to read well. Perhaps apply the resources and pressure to those years. The assumption is that a student qualifies to take college-level courses because the student already has the skills

**Q1: What grade level(s)/courses do you teach?** 12, AP Lit

**Q2: Describe the literature and/or informational texts that are required in your courses.** 1984, Beloved, Hamlet, Frankenstein, Taming of the Shrew

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** Help them with annotations using methods from AP/College Board, start with easier texts and then work to more complex. Break complex texts down into smaller parts for focused analysis/discussion.

**Q4: What skills do you see as important for critical/close reading?**

Understanding the passage as a whole, being able to slow down and pick out important details, the ability to empathize, the ability to see how the author has crafted a piece in order to produce an effect.

**Q5: When you think of college-level reading, what characteristics come to mind?** Rigorous, balanced vocabulary, thoughtful, thought-provoking. As a student progresses in their field of study, the jargon of that discipline becomes increasingly prevalent.

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** College-ready reading connotes reading that would prepare a student to have the skills listed in #4 in order to apply them to the type of reading in #5.

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** 7. This is a bit of a loaded question. It depends on the school as well as the courses a student has taken. AP courses at our school more than prepare students for what they will see. General classes prepare them by focusing on skills but often without using the type of complex texts that would be found in AP courses. That experience, however, can change from school to school.

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** Quite frankly, I think a major problem is worrying about graduation rates. That often impacts rigor & accountability, which deadens the academic culture. It's a philosophical answer, I know, but I do believe it is a realistic one.

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** 7. Again, a loaded question. It's been awhile since I've been in a college classroom, however, I know that there is a renewed pedagogical emphasis stressing that professors do more with reading skills. I also know that more and more 90s level classes are required for those in need of an extra push before starting classes in earnest. However, plenty of students are thrown into the mix and are expected to rise to the occasion, which is not necessarily a bad approach.

**Q10: What should colleges be responsible for in regards to reading at the college level?** Offering/requiring those 90s types of courses, tutoring centers, for some schools, perhaps, being a bit more judicious in the students that are accepted (or by ensuring they can do the work through those lower-level introductory courses).

**Q1: What grade level(s)/courses do you teach?** 11th AP Semina, 12th AP Research, 12th AP Lit

**Q2: Describe the literature and/or informational texts that are required in your courses.** AP Lit: anything of literary merit as defined by the College Board. AP Seminar and Research: Research studies, informational articles, opinion pieces, all from reputable and credible sources.

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** Lots of group discussion both before and after reading; also, lots of background and context.

**Q4: What skills do you see as important for critical/close reading?** Ability to focus, determination, practice, marking and annotation, intellectual curiosity

**Q5: When you think of college-level reading, what characteristics come to mind?** mature, well-developed vocabulary, well-reasoned, logical

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** Didn't know there was a difference. If you're ready for college reading, then you can read college-level text.

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** 7. It really depends on the teacher. Some teachers give all the info to students and don't expect them to read and comprehend while others merely assign it, and if they flounder, they flounder. There needs to be a balance.

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** Way, way, way, way more reading practice.

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** Not really their job. If a student is accepted into a college, they should be ready to do the work. It would be the University's job to support struggling students with respect to reading tutors and writing labs. Professors aren't trained for that. It's different from high school.

**Q10: What should colleges be responsible for in regards to reading at the college level?** Assigning it and making students read it. It's our job at the high school to have them ready. We have to stop enabling and start believing. Kids can read complex text. They just have to be taught and given LOTS of practice.

**Q1: What grade level(s)/courses do you teach?** Developmental, 100, and 200

**Q2: Describe the literature and/or informational texts that are required in your courses.** Most courses typically have a large variety of texts. Typically this would include a novel length fiction or non-fiction book, newspaper articles, scholarly journal articles, writing instruction (usually a handbook), film, audio, etc.

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** I use a fair amount of scaffolding. It begins with specific instruction in critical reading strategies, then moves to very guided reading of difficult texts, with over time students receiving less help and guidance. By the time students get to Week 8 or so they will receive very little support reading texts as they are completing their own research.

**Q4: What skills do you see as important for critical/close reading?** The most important is knowing how to annotate a text. I spend a lot of time helping students understand what to look for when they are reading. It also is a process of helping students how to read texts differently.

**Q5: When you think of college-level reading, what characteristics come to mind?** Engaging critically, asking questions about the text, and synthesizing the text with other texts.

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** College-ready reading would be someone who has some basic skills reading and working with texts, and is able to understand the main points being made in a text accurately. College-level reading would be engaging the texts more critically, synthesizing them, applying them, etc.

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** 7 or 8. There is a pretty big range. Some students are well-prepared, and others really struggle.

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** More understanding of what matters in a text and better able to understand the main points being presented in texts they read. Also, reading more complex texts

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** 7 or 8 again? I'm not completely sure, but I think it varies from instructor to instructor. Some instructors do this intentionally and very well, while others do not spend as much time on it.

**Q10: What should colleges be responsible for in regards to reading at the college level?** I think that colleges should focus on helping students transition to being independent critical readers.

**Q1: What grade level(s)/courses do you teach?** College English 99 and English 101

**Q2: Describe the literature and/or informational texts that are required in your courses.** Mostly rotating texts from online, Dave Eggers' "The Circle"

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** A set of "coming to terms" reading tools that includes "aims, methods, materials, and personal affect"

**Q4: What skills do you see as important for critical/close reading?** Understanding general meaning, open identification of puzzling/unclear sections, awareness of personal perspectives toward in-text concepts.

**Q5: When you think of college-level reading, what characteristics come to mind?** This question is a bit broad for me to answer effectively. For my own classes, college-level reading is characterized by its allowing multiple valid interpretations.

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** I'm not familiar with the term "college-ready reading," but I guess it would be the reading that high school seniors deal with? I think the big difference between these two types of readings is that college-level reading should emphasize something that's at stake for the reader, whereas "college-ready" reading might only include a "low-hanging" set of motifs or figures for students to play around with.

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** Is this question asking for my opinion? Personally, my high school courses probably prepared me pretty well for college-level reading, but I didn't work very hard in high school because there were girls all over the place. We read lots of classic texts, though, so I think I would give high school a rank of 8.

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** Again, this is just my personal opinion. I think high school teachers ought to teach students other rhetorical modes besides persuasive, informative, and analytical writing. Of all of the rhetorical modes I can think of, those three seem to be closer to the bottom of the list of importance. Creative writing ought to have a greater foothold in high schools, as well as writing that deals with the inherent uncertainties and questions about the world. Teenagers are inherently uncertain people, and I think that's a missed opportunity for high school teachers to highlight the benefits of reading and writing.

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** I cannot speak for students as a whole. I know that my own students have wildly different experiences in English. Some have told me that their English

class was invaluable to their success as a student, and some have told me it was a waste of their time, and that the reading/writing skills taught in English classes didn't transfer at all into their specific discipline. I rank college instructors as an indifferent 5 on a scale of 1 to 10.

**Q10: What should colleges be responsible for in regards to reading at the college level?** Colleges should be responsible for making sure students can read and understand complex texts, but also learn to address and sincerely consider confusing, unclear, or ambiguous texts. I also think there's an argument to be made for students to read canonical texts so that they can connect better with people from previous generations, but I think that social conditioning is a dangerous thing for colleges to toy with. One final note: in the future, if there's a way to make these SurveyMonkey text input boxes larger, that would be appreciated. As it is right now, I can only see a small portion of my responses, which makes it difficult to gauge how much I've written and how my responses are actually pieced together.

**Q1: What grade level(s)/courses do you teach?** Higher Education/English Composition

**Q2: Describe the literature and/or informational texts that are required in your courses.** Variety of Fiction, Poetry, and Non-fiction

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** Teach interactive techniques like writing in text, note taking, and outlining. Provide questions relevant to reading and then discuss.

**Q4: What skills do you see as important for critical/close reading?** Attention and engagement.

**Q5: When you think of college-level reading, what characteristics come to mind?** Complex, well-written, challenging.

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** Vocabulary and complexity of ideas.

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** I don't know.

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** I don't know.

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** 7 - I think instructors assign college level reading and that they hold students accountable through discussion questions or testing. I think most college instructors assume students are prepared.

**Q10: What should colleges be responsible for in regards to reading at the college level?** Respondent skipped this question

**Q1: What grade level(s)/courses do you teach?** All levels in college

**Q2: Describe the literature and/or informational texts that are required in your courses.** For the lit courses, I have current texts. For the other classes, I have a text--which covers the writing apparatus, and also a reader.

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** We have a simple quiz on reading and a lot of in-class discussions either individually or in groups

**Q4: What skills do you see as important for critical/close reading?** Focussing on logical development of the essays and being able to respond in writing, logically

**Q5: When you think of college-level reading, what characteristics come to mind?** Sophistication--but not so abstract that students cannot relate to the issues; good vocabulary and correct grammar/punctuation

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** A big difference: if I have college-ready readers in class, I would spend less time on explaining the authors' purposes and structure; my students should be able to point out the central point in each essay. If I need to spend too much time on reading comprehension, then I am taking away the skill building in composition writing

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** Well enough these days, but I want them to be more rigorous with the historical, cultural, and social aspects of a piece of reading. I don't like to always influence them with what I think

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** Explain the same issues mentioned above to build critical thinking abilities

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** Perhaps a 5 although we do a good job at our college, but more needs to be done to promote critical thinking and sophistication in comprehension

**Q10: What should colleges be responsible for in regards to reading at the college level?** Use more challenging readings that challenge students

**1: What grade level(s)/courses do you teach?** 101 and 102

**Q2: Describe the literature and/or informational texts that are required in your courses.** contemporary short stories and fiction novels and research

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** discussion questions, analysis questions, essays, discussion boards

**Q4: What skills do you see as important for critical/close reading?** patience and intellectual curiosity and confidence

**Q5: When you think of college-level reading, what characteristics come to mind?** able to accurately summarize a difficult article

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** college-ready reading means you like to read and can read quickly and smoothly. College-level reading means you can understand and summarize in your own words difficult and technical texts.

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** Not sure. At Eastern where I work with students one-on-one, I think it's terrible. I see better readers at SCC. I think adult learners are better readers than traditional aged students.

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** Less emphasis on research and writing long capstone papers and more emphasis on reading/analyzing/summarizing/comprehending more difficult texts. I see very little value in the "big" 20 page research paper because the reading students do for those is often very superficial and skims the surface and those projects seem to take up the last 3 months of high school sometimes.

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** 8. I think college teachers spend a lot of time teaching reading, but if students are too slow, that's really hard to correct. I notice when I have students read an article in class that the students who are finished reading it first are also the students who are the most confident generally. The pace of college is such that slow readers can easily get left behind and college teachers, for better or worse, have a hard time meeting the needs of those students.

**Q10: What should colleges be responsible for in regards to reading at the college level?** Explaining the meaning of difficult texts and assigning rigorous material, but not slowing down the pace of classes for readers who are too slow to reasonably keep up. What is "reasonable"? That's subjective and hard to gauge.

**Q1: What grade level(s)/courses do you teach?** AP Lit

**Q2: Describe the literature and/or informational texts that are required in your courses.** Advanced Literature: Fiction: poetry, plays, novels, short stories

**Q3: What kind of scaffolding do you provide to help your students effectively read complex texts?** bkgrd info on authors, time periods, vocab exposure

**Q4: What skills do you see as important for critical/close reading?**annotating text, active discussion in groups

**Q5: When you think of college-level reading, what characteristics come to mind?** perseverance, attention to detail, willingness to research

**Q6: What do you consider to be the difference between college-level reading and college-ready reading?** College level reading: reading lexile of college level + topics of post-secondary discussion vs. high school level lexiles and complexity

**Q7: On a scale of 1-10, how well do high school courses prepare students for college-level reading? Please briefly explain.** 7: we need to have students read more complex texts more often, both fictional and nonfictional

**Q8: What needs to happen at the high school level to better prepare students for college-level reading?** reading curriculum evaluation of every course, not just English courses. Ensure that all courses include mandated pieces of numbers of complex texts to prepare students for college-level reading

**Q9: On a scale of 1-10, how well do college instructors prepare and support students in the practice of college level reading? Please explain.** 6: We discuss complex texts but have not dedicated time or resources, nor evaluation to implementation of reading instruction

**Q10: What should colleges be responsible for in regards to reading at the college level?** become aware of high school consistent supports and align reading support to it. Offer reading class (Harvard does) to support college-level reading strategies