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Eastern Kentucky University

Reading Between the Lines: Understanding College Students' Literacy Skills

Honors Thesis

Submitted

In Partial Fulfillment

Of The

Requirements of HON 420

Spring 2024

By

Maren Jones

Faculty Mentor

Dr. Sara Incera

## Abstract

Given that reading is a complex and multifaceted process, we need a better understanding of how different reading measures assess college students' reading skills. Furthermore, this study evaluates what reading skills are most influential in determining undergraduate students' GPA. We investigated the relationship between different reading skills (i.e., comprehension, vocabulary, metacognitive awareness, and critical reading behaviors) and academic performance (GPA). Reading skills are especially important within university settings because they are required for academic success. We recruited a sample of 100 students through an online survey hosted on Qualtrics. We found that ACT Reading scores significantly predict GPA. However, vocabulary, metacognitive awareness, and critical reading behaviors do not seem to be related to GPA. Investigating how reading skills influence academic performance will enable faculty to better serve their students and meet their academic needs.

*Keywords:* Literacy, Academic Performance, GPA, MARSII, Critical Reading Skills.

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## Introduction

The goal of this study is to determine how reading skills influence GPA in undergraduate students. This research is important because of the far-reaching implications of reading proficiency. Reading is an essential part of both college and workplace readiness (*Reading Between Lines*, 2006). Additionally, reading skills are extremely important for academic success in a college setting (Talwar et al., 2022). Most research has focused on one way of measuring reading (e.g., vocabulary, self-report) while this study includes a comprehensive array of measures in order to better capture the complex construct of critical reading. Connecting these reading measures to academic performance (GPA) directly is a novel approach, given that much research on reading has focused on the measures by themselves, and not how they are connected to performance. Prior research has found that college students vary widely in reading ability (Jackson, 2005; Martino & Hoffman, 2002; Welcome et al., 2010). There needs to be a greater understanding of reading measures and how they assess college students' literacy skills. In the U.S. about 130 million adults have low literacy skills (OECD, 2013; Schmidt, 2022). This is problematic because of the connection between literacy skills and future success. Having a lower level of reading skills can make it challenging to excel in many essential professional skills and can increase barriers to accessing better jobs.

Previous research has shown that some literacy factors are predictive of early academic success in college (Talwar et al., 2022). In this article, Talwar and colleagues looked at similar variables as the ones used in this current study. The factors this study used were GPA, Academic Reading Performance, Reading Literacy Skills, Reading

Motivation, Metacognitive Awareness of Reading Strategies, ACT composite scores, and high school GPA. The variables that were the same as the ones used in our study were GPA, ACT, and MARSII. Talwar and colleagues (2022) found that ACT predicted GPA. However, in their study the self-report measures (e.g., MARSII) did not significantly predict GPA. The current study used GPA to measure academic performance similar to the Talwar study. The Talwar study did measure college GPA, but they also measured high school GPA which was not included in our study. While this study looked at ACT composite scores, the current study looked at specifically ACT Reading scores and not the composite score. For MARSII the Talwar study used the 3 subscales of global, problem-solving, and support strategies and our study only looked at the composite scores of MARSII and not the subscales.

Besides being an important factor in academic success, reading skills have also been found to have an influence on mental health (Georgiou et al., 2024). Previous research has shown that there is a correlation between poor reading skills and internalizing problems such as anxiety and depression (Francis et al., 2019). These relationships can also be bidirectional in that poor mental health can lead to worse reading skills and worse reading skills can lead to poor mental health.

While reading can have an impact on mental health there are also reading-focused mental health concerns. Reading anxiety is a specific and situational type of anxiety related to the act of reading (Jalongo & Hirsh, 2010). There is a link between reading anxiety and reading fluency in college-aged students (Edwards et al., 2023). Edwards and colleagues (2023) found that there is a negative correlation between reading anxiety and reading fluency. Meaning that the more reading anxiety someone has the lower their

fluency is likely to be. This is important because it emphasizes one of the many factors that can influence reading skills.

There can be a relationship between major or courses and reading skills. One study found that students taking less desirable courses have lower fluency (Sucena et al., 2022). This study looked at students at several different universities in Portugal and found that students taking psychology courses and mechanical engineering courses had higher fluency than those taking health and education courses.

There is a wide range of reading measures available. Reading is an incredibly complex skill and there are many different models of reading (Rayner & Reichle, 2010). Because reading and literacy is such a complex and multifaceted topic, it can be challenging to appropriately measure it. For example, reading comprehension is one aspect of literacy that can be difficult to measure. Part of this is because reading comprehension is not an overt process, meaning it cannot be directly observed (Fletcher, 2006; Pearson & Hamm, 2005).

In this research, both performance and self-reported measures will be used to assess reading skills. Self-report and performance-based measures are distinct in the way they measure different response processes. Performance-based measures are based on a participant's performance on a particular task, while self-report measures are based on a participant's perceptions of their own performance. Self-report measures are reflective of subjective judgments about performance and performance-based measures are reflective of performance itself (Dang et al., 2020). The performance-based reading measures will



be ACT reading and vocabulary. The self-reported reading measures will be MARSI and Critical reading skills.

### **Performance Measures**

The ACT is a comprehensive test that covers areas like science, math, English, and reading (*About the ACT*, n.d.; *E. F. Lindquist*, 2019; *Relating the ACT*, n.d.). ACT scores are also typically used for college admissions and can be a good estimate of a student's knowledge. This research will focus specifically on ACT Reading. This is because ACT Reading measures reading comprehension. Additionally, the article by Talwar and colleagues (2022) mentioned previously recommended focusing on this particular ACT subtest for future studies. This subtest of the ACT is different from the other sections because each section of the ACT measures a very specific area. The ACT Reading section includes different passages each with several accompanying passage-related questions. This section contains 40 questions and has a time limit of 35 minutes. An example question that would be included on the test from the ACT website is as follows,

“The point of view from which the passage is told can best be described as that of:

- A. A man looking back on the best years of his life as director of a community center in a strife-ridden neighborhood.
- B. A narrator describing his experiences as they happen, starting with childhood and continuing through his adult years as an advocate for troubled children.
- C. An unidentified narrator describing a man who devoted his life to neighborhood children years after his own difficult childhood.

- D. An admiring relative of a man whose generosity with children was widely respected in the neighborhood where he turned around a declining community center.”

Vocabulary is considered a predictor of reading comprehension success (Li & Clariana, 2019). This is why the use of vocabulary is beneficial in assessing reading skills. In this study, we used vocabulary tests validated with university students (Vermeiren et al., 2022). There are many different ways to measure vocabulary (Bowles & Salthouse, 2008). Some of these include variations in the question format such as multiple-choice questions, true or false questions, or fill-in-the-blank. Apart from variation in question type vocabulary can also be measured for different constructs and purposes. In intelligence testing, vocabulary is frequently included as a measure. In the Wechsler Adult Intelligence Scale, vocabulary is measured by participants being asked to verbally provide a definition for a term (Wechsler, 1955). Some vocabulary tests use synonyms and/or antonyms (Salthouse, 1993). There is another vocabulary test where the participant is presented with a picture and is asked to provide the name of the image depicted (Woodcock et al., 2011). Due to this study being online the Vermeiren vocabulary scale was the best choice to convert to a survey format. Additionally, we chose to use this specific measure because it was validated with college students which is the population we are studying.

### **Self-Reported Measures**

The Metacognitive Awareness of Reading Strategies Inventory (MARSI) is a scale that measures levels of awareness and perceived use of reading strategies. This scale may be predictive of GPA because theoretically the more awareness and the more

an individual uses reading strategies this should have a positive influence on GPA. However, the study by Talwar did not find a correlation between GPA and MARSI.

In my research, I will be looking at critical reading skills. Critical reading is defined as, “an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text” (Hermida, 2009). Prior research has found that faculty consider complex critical reading skills, such as elaborating, synthesizing, and applying, to be more useful than simpler ones like previewing, reviewing, and summarizing (Sutherland & Incera, 2021). Further research on the subject of critical reading has found that there are discrepancies between what students think would be most useful in terms of their assignments and what they actually do (Hairston-Dotson & Incera, 2022). It is important to investigate the use of critical reading skills in college students and how these behaviors relate to academic performance.

### **Predictions**

We propose four research predictions:

*Hypothesis 1:* Those with a higher ACT Reading score will have a higher GPA.

*Hypothesis 2:* Those with higher Vocabulary levels will have a higher GPA.

*Hypothesis 3:* Those with higher scores in the Meta-cognitive awareness of reading strategies inventory (MARSI) will have a higher GPA.

*Hypothesis 4:* Hypothesis 4: Those who practice critical reading behaviors (Practice) more often will have a higher GPA.

## Methods

### Participants

Participants ( $n = 100$ ) were students recruited at Eastern Kentucky University (EKU) (see Table 1). Participants were invited to complete an online survey. The survey was hosted on Qualtrics, and data collection was anonymous. The mean age of participants was 23.5 and the standard deviation was 8.3. Students who completed the survey through SONA (the research credit system at EKU) received research participation credit (0.5 credits) for completing the survey.

**Table 1**

*Demographic Details*

	<i>n</i>
<b>Gender</b>	
<i>Female</i>	81
<i>Male</i>	17
<b>Race</b>	
<i>White</i>	81
<i>Black</i>	5
<i>Multiracial</i>	2
<i>Hispanic</i>	3
<i>Asian</i>	4
<i>Other</i>	2
<b>Major</b>	
<i>Psychology</i>	75
<i>Other</i>	15
<i>Did not report</i>	7

## Measures

Participants responded to an online survey through Qualtrics. The survey comprised five sections: Demographics, Vocabulary, MARSI, Critical Reading, and Self Report (GPA and ACT Reading).

We used ACT reading scores to measure participants' reading comprehension. We included participants' self-reported and actual ACT reading scores.

The vocabulary measure used in this study is a vocabulary test developed for college students (Vermeiren et al., 2022). The original article included five different studies; the vocabulary measure we used was from study one. We chose this measure because it aligned most closely with current research in critical reading. Many of the other tests measured reading comprehension and crystallized intelligence in addition to vocabulary which was beyond the scope of this study. The measure included 50 questions; each question included a word, as well as an example of that word being used in a sentence, and four possible answer choices. All 50 questions were included in the survey and participants were randomly assigned to respond to 15 of the possible 50 questions. In this study, we used the composite score; the sum of the correct answers on a scale from 0 to 15 possible points.

The Metacognitive Awareness of Reading Strategies Inventory (MARSI) is a self-report instrument that assesses awareness of reading strategies. It was adapted to an online format to be able to present it to the participants through a Qualtrics survey. The original MARSI paper measures awareness of reading strategies on a scale from 1 to 5 and includes 30 questions (Mokhtari & Reichard, 2002). The scale used for this study is from the revised paper (Mokhtari et al., 2018) in which the scale was made shorter for

efficiency purposes. The revised scale includes 15 questions and measures awareness of reading strategies on a scale from 1 to 5 (with 1 being low awareness of reading strategies and 5 being high awareness of reading strategies). In this study, we used the composite score (the mean of participants' responses to the 15 questions) to measure the overall level of awareness. There were no reverse items for this scale.

To measure critical reading, we used the scale from the article "*Critical Reading: What Do Students Actually Do?*" (Hairston-Dotson & Incera, 2022). In the original research, participants were asked to rate the usefulness of each critical reading behavior, as well as how often they were taught these behaviors in their classes. In this study, we are only using the third validated scale (Practice), in which participants are asked how often they actually use these reading behaviors ("*Please, rate how often you use the following critical reading behaviors while completing school-related work from 1-Never to 5-Every Time.*"). In this study, we used the composite score (the mean of participants' responses to the 20 questions) to measure how often participants practice these critical reading behaviors on a scale from 1 (Never) to 5 (Every Time).

We measured academic performance by looking at GPA. The range of GPA goes from 0 to 4. Sometimes a student's GPA may go higher than 4 though. In this study, we are looking at participants' ECU GPA which includes the classes they are taking at ECU.

## **Results**

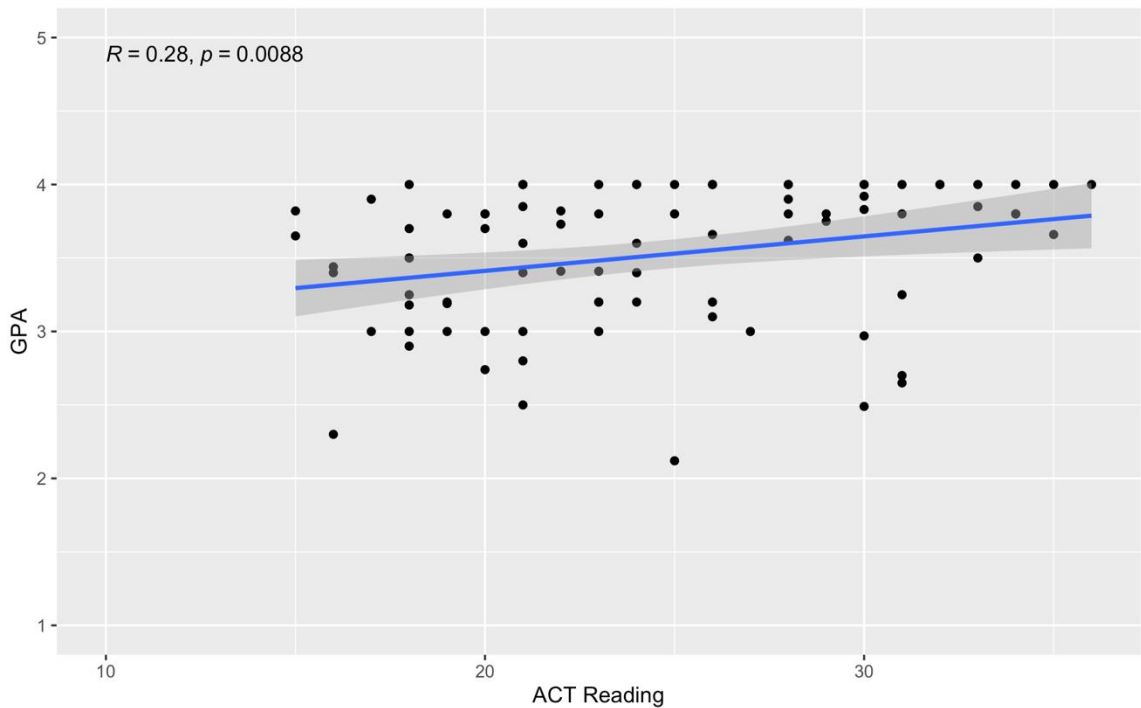
### **Hypothesis 1**

We performed a Pearson correlation analysis in R studio to determine whether those with higher ACT Reading scores have higher GPA (see Figure 1). In line with

Hypothesis 1, there was a significant positive correlation, those with higher ACT Reading scores had a higher GPA ( $r = 0.28, p = 0.009$ ).

### Figure 1

*Relationship between ACT Reading and GPA.*

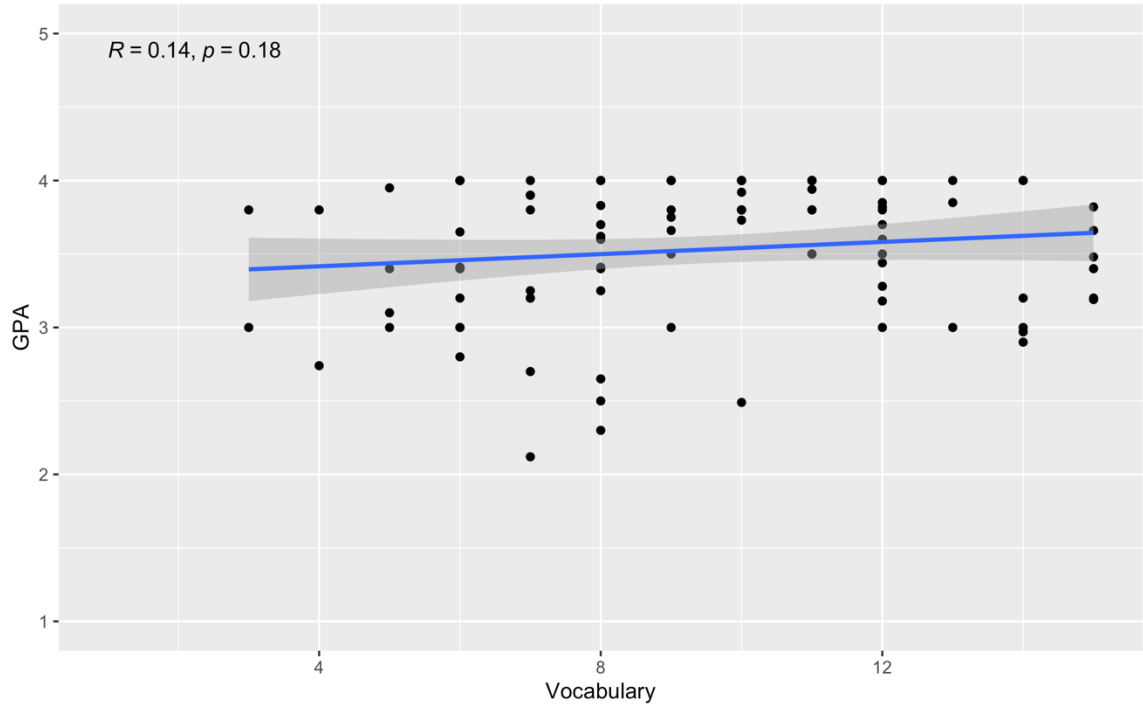


### Hypothesis 2

We performed a Pearson correlation analysis in R studio to determine whether those with higher Vocabulary levels have higher GPAs (see Figure 2). Against Hypothesis 2, there was not a significant correlation between those with higher Vocabulary levels and GPA ( $r = 0.14, p = 0.180$ ).

**Figure 2**

*Relationship between Vocabulary and GPA.*



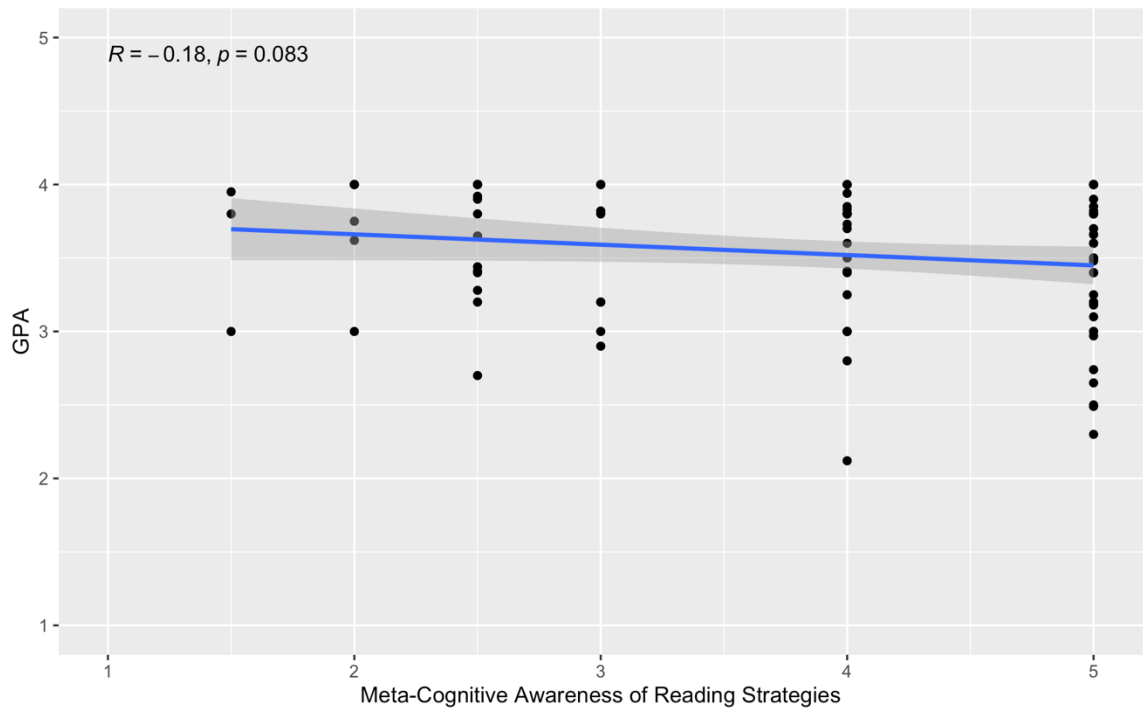
### **Hypothesis 3**

We performed a Pearson correlation analysis in R studio to determine whether those with higher scores in the MARSII have higher GPAs (see Figure 3). Against Hypothesis 3, there was not a significant correlation between those with higher MARSII scores and GPA ( $r = -0.18, p = 0.083$ ).



**Figure 3**

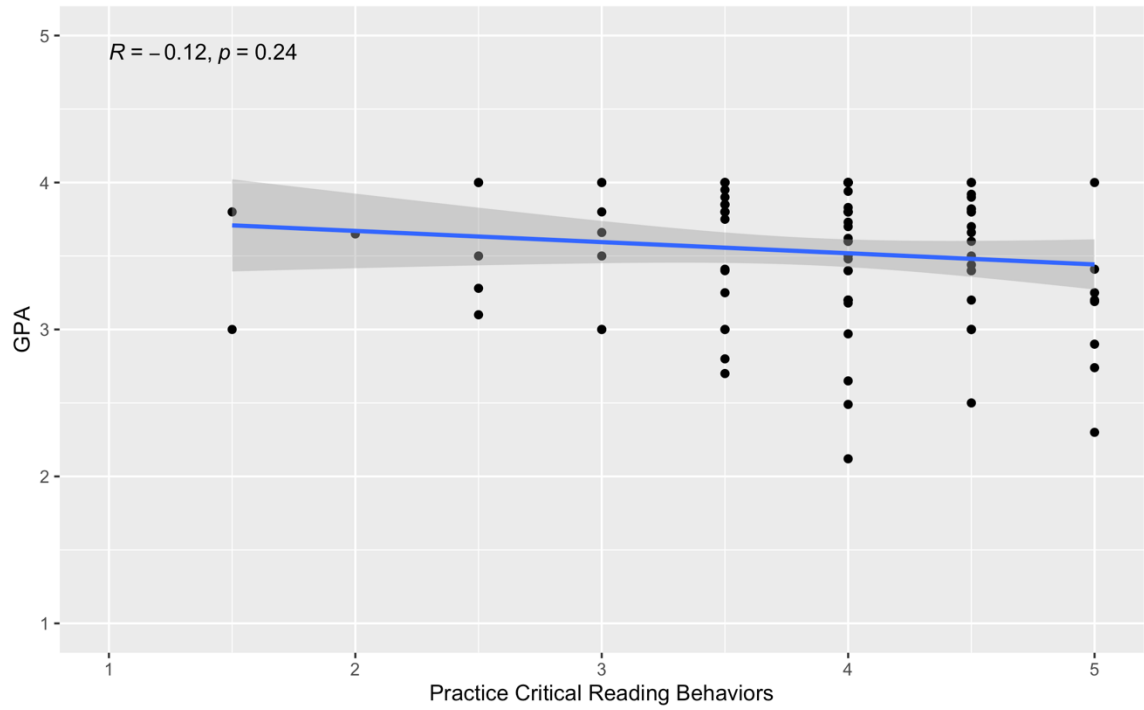
*Relationship between MARSI and GPA*

**Hypothesis 4**

We performed a Pearson correlation analysis in R studio to determine whether those who practice Critical Reading Behaviors more often have higher GPAs (see Figure 4). Against Hypothesis 4, there was not a significant correlation between those who practiced Critical Reading Behaviors more often and GPA ( $r = -0.12, p = 0.240$ ).

**Figure 4**

*Relationship between Critical Reading and GPA.*



## Discussion

There was a statistically significant correlation between ACT Reading and GPA. This means that reading does impact academic performance. Because ACT Reading measures comprehension this finding shows that specifically reading comprehension is a predictor of academic performance. Vocabulary, MARSI, and Critical Reading had no impact on GPA. Similar to ACT Reading, vocabulary also measures comprehension. Based on this it is intriguing that vocabulary did not have an influence on GPA in this study.

Interestingly, while Hairston-Dotson and Incera (2022) found that students are not using the critical reading skills that they think are most useful on their assignments, in this case what critical reading skills they use does not seem to have an impact on GPA. Because MARSI also measures the use of reading skills, this study found that there was no significant correlation between the use of reading skills and academic performance. Self-report measures of reading do not seem to predict GPA in college students. This is an important finding because if professors use these measures to assess their students (self-report measures are easier to administer than performance measures) they might be gathering information that is not directly linked to academic performance.

One limitation of this study is that it was an online study. Measuring vocabulary can be very challenging to measure especially in an online format, students could look up answers or being distracted by other things happening in their surroundings. Vermeiren mentioned in their original article that software to track if participants were leaving the survey tab would be beneficial. The population of college students is additionally challenging to measure in the context of reading skills. The majority of the sample being

psychology students could also limit the generalizability of the results. Additionally, an overwhelming majority of the sample were white females which could limit the generalizability as well.

More research is needed on this topic as it is important that college-aged reading and literacy are further delved into. Students need to have adequate reading skills. The implications of appropriate reading skills are immense because, as this research has shown, reading is related to success. There needs to be increased faculty awareness of students struggling with low reading skills. More training for faculty and students could also be beneficial. Students should also be taught about on-campus or off-campus resources and services. ECU Tutoring, ECU Student Success Center, ECU Learning Express Library, Center for Student Accessibility, the Counseling Center, and Academic advising are just some of the options available.

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## Appendix

### Vocabulary

#### Voc1 Compost

"We need some compost."

- Plant material fertilizer (1)
- Strong support (0)
- Help to feel better (0)
- Hard stuff made of stones and sand stuck together (0)

#### Voc2 Delve

"No need to delve."

- Search (1)
- Return home (0)
- Go shopping (0)
- Practice (0)

#### Voc3 Scrumptious

"This is scrumptious."

- Delightful in taste (1)
- Extremely funny (0)
- Very expensive (0)
- Very dirty and untidy (0)

## Voc4 Panacea

"Those cuts are a panacea."

- Remedy for all ills (1)
- Climate disaster (0)
- Delight to eat (0)
- Part of our tradition (0)

## Voc5 Authentic

"It is authentic."

- Real (1)
- Noisy (0)
- Old (0)
- Deserted (0)

## Voc6 Requisite

"For some people, alcohol is a requisite."

- Something essential (1)
- A sin (0)
- Mouth-watering (0)
- Something dangerous (0)

## Voc7 Ablution

"She performed her ablutions."

- Washed herself to get ready (1)
- Did her exercises to stay healthy (0)
- played her set piece of music (0)
- Click to write Choice 4 (0)

## Voc8 Tumult

"They were impressed by the tumult."

- Agitation of the crowd (1)
- Range of small mountains (0)
- Collection of objects (0)
- Fluffy cloud (0)

## Voc9 Paltry

"This is paltry."

- Not much worth (1)
- A group of chickens (0)
- A wilderness (0)
- Notable (0)

## Voc10 Sagacious

"She had many ideas that were sagacious."

- Instinctively clever (1)
- Ridiculous and wild (0)
- about abusing people and being abused (0)
- Rebellious and dividing (0)

## Voc11 Amulet

"She handled the amulet."

- Silver necklace (1)
- Cooking tool (0)
- Delicate situation (0)
- Spray cleaner (0)

## Voc12 Torpor

"She sank into a torpor."

- An inactive state (1)
- A deep soft chair (0)
- A state of deep meditation (0)
- A bed cover filled with feathers (0)

## Voc13 Jovial

"He was very jovial."

- Friendly (1)
- Low on the social scale (0)
- Likely to criticize others (0)
- Full of himself (0)

## Voc14 Aperitif

"She had an aperitif."

- A drink taken before a meal (1)
- A long chair for lying on (0)
- A private singing teacher (0)
- A large hat with tall feathers (0)

## Voc15 Ubiquitous

"Many unwanted plants are ubiquitous."

- Are found everywhere (1)
- Are difficult to get rid of (0)
- Have long, strong roots (0)
- Die away in the winter (0)

## Voc16 Alimony

"The article was about alimony."

- Money for the care of children, paid after a divorce (1)
- Feelings of bitterness and annoyance, expressed sharply (0)
- Giving praise for excellent ideas (0)
- A metal which breaks easily and is bluish white (0)

## Voc17 Tresses

"She hated her tresses."

- Hair (1)
- Freckles (0)
- Ankle socks (0)
- Braces (0)

## Voc18 Sable

"Watch out for the sable."

- Black animal (1)
- Fine sand (0)
- Weapon (0)
- Fragile dish (0)

## Voc19 Talon

"Just look at those talons."

- Sharp hooks on the feet of a hunting bird (1)
- High points of mountains (0)
- Heavy metal coats to protect against weapons (0)
- People who make fools of themselves without realizing it (0)

## Voc20 Trill

"He practiced the trill."

- Repeated the high musical sound (1)
- Feeling of excitement (0)
- Type of stringed instrument (0)
- Dance step (0)

## Voc21 Fracture

"They found a fracture."

- Break (1)
- Small piece (0)
- Short coat (0)
- Discount certificate (0)

## Voc22 Sloop

"Whose sloop is that?"

- Light sailing boat (1)
- Warm hat (0)
- Left over food (0)
- Untidy work (0)

## Voc23 Pragmatic

"A pragmatic conclusion."

- Sensible (1)
- Controversial (0)
- Biased (0)
- Quick (0)

## Voc24 Rouble

"He had a lot of roubles."

- Russian money (1)
- Very valuable red stones (0)
- Distant members of his family (0)
- Moral or other difficulties in the mind (0)

## Voc25 Pumice

"Where is my pumice?"

- Stone to polish (1)
- Bracelet (0)
- Powder brush (0)



- Power tool (0)

Voc26 Salient

"That is a salient remark."

- An important remark (1)
- A belittling remark (0)
- Not to the point (0)
- A dishonest remark (0)

Voc27 Azalea

"This azalea is very pretty."

- Plant with many flowers growing in groups (1)
- Light natural fabric (0)
- Long piece of material worn in India (0)
- Sea shell shaped like a fan (0)

Voc28 Instantiate

"You need to instantiate that."

- Give a real example of it (1)
- Make it happen quickly (0)
- Put it in the correct place (0)
- Get away with it (0)

## Voc29 Anoint

"The anointing goes well."

- Rubbing oil on the face (1)
- Painting the wall (0)
- Official enrollment (0)
- Money transfer (0)

## Voc30 Impious

"That book is impious."

- Shows lack of respect (1)
- Is expensive (0)
- Is old and worn out (0)
- Is difficult to understand (0)

## Voc31 Refectory

"We met in the refectory."

- Room for eating (1)
- Office where legal papers can be signed (0)
- Room for several people to sleep in (0)
- Room with glass walls for growing plants (0)

## Voc32 Scintillating

"A scintillating start."

- Positive start (1)
- False start (0)
- Negative start (0)
- Hesitant start (0)

## Voc33 Marsupial

"It is a marsupial."

- An animal with a pocket for babies (1)
- An animal with hard feet (0)
- A plant that takes several years to grow (0)
- A plant with flowers that turn to face the sun (0)

## Voc34 Feint

"He made a feint."

- Pretended attack to trick the enemy (1)
- Bone of a skeleton to connect the hip and the bone (0)
- Thing with wheels for moving heavy objects (0)
- Serious mistake (0)

## Voc35 Spangled

"Her dress was spangled."

- Covered with small bright decorations (1)
- Torn into thin strips (0)
- Made with lots of folds of fabric (0)
- Ruined by touching something very hot (0)

## Voc36 Flank

"Look at those flanks!"

- Sides (1)
- Feathers (0)
- Bubbles (0)
- Cookies (0)

## Voc37 Cranny

"Look what we found in the cranny!"

- Narrow opening (1)
- Sale of unwanted objects (0)
- Space for storing things under the roof of a house (0)
- Large wooden box (0)

## Voc38 Elope

"How did you elope?"

- Run away (1)
- Solve the problem (0)
- Make people believe you (0)
- Avoid the work you had to do (0)

## Voc39 Atoll

"The atoll was beautiful."

- Low island with sea water in the middle (1)
- Art created by weaving pictures from fine string (0)
- Small crown with many valuable stones (0)
- Place where a river flows through a narrow spot with rocks (0)

## Voc40 Bassoon

"She accidentally dropped the bassoon."

- Musical instrument (1)
- Expensive vase (0)
- Computer device (0)
- Shocking words (0)

## Voc41 Desist

"To desist is to."

- Stop (1)
- Intend (0)
- Lose hope (0)
- Wish (0)

## Voc42 Ineffable

"That is ineffable."

- Cannot be described (1)
- Cannot be eaten (0)
- Cannot be endured (0)
- Does not look good (0)

## Voc43 Rigmarole

"I hate the rigmarole."

- Long, pointless and complicated set of actions (1)
- Very fast and difficult dance for eight people (0)
- Funny character in theater (0)
- Form which must be completed each year for tax purposes (0)

## Voc44 Taxon

"I think it belongs in this taxon."

- Category of creature (1)
- Tax form (0)
- Small and light container for fruit (0)
- Box for safely keeping valuables (0)

## Voc45 Anvil

"Where did you place the anvil?"

- A block to hammer metal (1)
- A clamp for holding wood (0)
- A tool for cutting trees (0)
- A container to keep things safe (0)

## Voc46 Coven

"She is the leader of a coven."

- A secret group of associates (1)
- Small singing group (0)
- Business that is owned by the workers (0)
- A group of gifted children in school (0)

## Voc47 Augur

"It is augured well."

- Promised good things for the future (1)
- Agree with what was expected. (0)
- Had a color that looked good with something else (0)
- Rang with a clear, beautiful sound (0)

## Voc48 Warbler

"The warbler was gone."

- Little bird (1)
- Small, silvery fish (0)
- Trampler (0)
- Salesperson (0)



## Voc49 Candid

"Please be candid."

- Say what you really think (1)
- Be careful (0)
- Show sympathy (0)
- Show fairness to both sides (0)

## Voc50 Emir

"We saw the emir."

- Middle Eastern chief with power in his own land (1)
- Bird with two long curved tail feathers (0)
- Woman who cares for other people's children in Eastern countries (0)

**MARSI**

After reading each strategy statement, select the number (1, 2, 3, 4, or 5) that corresponds with your level of awareness and/ or use of each strategy.

1 - I have never heard of this strategy before

2 - I have heard of this strategy, but I don't know what it means

3 - I have heard of this strategy, and I think I know what it means

4 - I know this strategy, and I can explain how and when to use it

5 - I know this strategy quite well, and I often use it when I read

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Having a purpose in mind when I read. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking notes while reading. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previewing the text to see what it is about before reading it. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading aloud to help me understand what I'm reading. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking to see if the content of the text fits my purpose for reading. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing what I read with others to check my understanding. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting back on track when getting sidetracked or distracted. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underlining or circling important information in the text. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adjusting my reading pace or speed based on what I'm reading. (9)

Using reference materials such as dictionaries to support my reading. (10)

Stopping from time to time to think about what I'm reading. (11)

Using typographical aids like bold face and italics to pick out key information. (12)

Critically analyzing and evaluating the information read. (13)

Re-reading to make sure I understand what I'm reading. (14)

Guessing the meaning of unknown words or phrases. (15)

**Critical Reading**

Please, rate how often you use the following critical reading behaviors while completing school-related work from Never to Every Time.

	Never (1)	Once per semester (2)	Once a week (3)	Every other time (4)	Every time (5)
Looking at figures/pictures (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skimming the text/Looking at headers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looking at tables (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading aloud (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annotating/Talking to the text (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going back and forth in the text (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rereading the text (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging the conclusions of the text (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing different ideas from the text (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contrasting opposite perspectives (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating across more than one position (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering questions (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering questions about the text (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identifying/Generating key ideas (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing the purpose of the text (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing key sentences (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying common factors across different situations (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing information from the text (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving a new problem with information from the text (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the information from the text in a new context (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>