



ELA Virtual Learning

Composition and Reading 2

April 24, 2020



Composition and Reading II

Lesson: April 24, 2020

Objective/Learning Target:

Students will analyze “reader-response” criticism in order to make meaning for themselves in a text.

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Answer the following questions in your notebook.

Starting Question(s):

1. Reflect on all of the criticism that you have completed so far. What do you feel has been more important: The meaning that is created in relation to history, or the ones that are created by analyzing social relationships?
2. How much influence should an author have over the interpretation of a text?
3. How much meaning can you bring to a text based upon the life experiences that you have had?

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Lesson/Activity:

Reader-response criticism is relatively simple. What connections can the reader make to the work? Going beyond “I like it” or “I don’t like it,” reader response asks a reader to truly critique the piece. Contrasting this to “new criticism” all critique in reader-response comes from the reader, without any consideration for the opinion of the other. The reader is the only person who can give a text meaning. Read the attached article and we will compare how much of what is said in the piece aligns to your current methods of analysis.

[Reader-Response Criticism](#)

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Practice:

After you have read the article, I would like you to reflect for a moment:

1. How much of reader-response criticism aligns with the way that you currently analyze a text?
2. What is the potential benefit of reading a text twice (once for content, and once for analysis)?
3. Critique the example given in the article. What makes sense to you and what doesn't? Do you see any similarities to previous modes of analysis?

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Wrap-Up:

Reader-response is how we naturally read in an academic setting. Maybe you've been told that there is no one "right" answer when interpreting a text as long as your answer can be supported, and that is absolutely true. Meaning is subjective (it's going to be different for everyone). These individual meanings can become richer with a second reading because you can re-analyze the text through a lens that you yourself have created!