
The Creative Reading Methodology

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The following four phases are a part of what Alma Flor Ada refers to as the creative reading act. The curriculum can come from any content area, and the methodology is applicable for any age group. Each phase of the process is linked through interaction, which leads to critical reflection, and finally, action.

Descriptive Phase: During this phase of reading/learning, the content or information is shared by teacher, text, media, etc. This is the initial phase and focuses on the content to be learned. Comprehension of new knowledge is the goal. This phase serves only as a springboard to students' interaction with new knowledge.

Personal Interpretation Phase: Students grapple with new information based on their lived experiences. This phase moves us beyond what, where, when, how, who questions to questions which invite reflection of the new knowledge. For example, students are asked: Have you ever experienced this? Does this relate to your family? How do you feel about your new understandings? During this phase the new knowledge is linked to the lives of the students.

Critical Analysis Phase: After comprehension of knowledge and the creation of linkages to the students' lives, the students are now encouraged to reflect critically, draw inferences, seek implications, and analyze. Is the knowledge valid? For whom? Always? Why? Is it applicable for all cultures, classes, ethnicities? Is it gender-free?

Creative Action Phase: This is the action phase of learning. How can students take the theory or new knowledge and use it to improve the life of the community? How can learning move from the classroom to the real world of the students?

When using this method, Ada encourages teachers to recognize that the phases appear to be very separate; however, the reality is that they often are interwoven and happen concurrently.

References for Creative Reading Act:

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