



# NATIONAL READING CAMPAIGN CAMPAGNE POUR LA LECTURE

## **What does reading do for us?**

- Reading has an impact on every part of Canadian life. Our democracy, our economy, and the quality of our daily lives are all enhanced by reading well and critically.
- Reading is essential to the well-being of society and to our functioning as a democracy.
- Reading is a lifelong source of pleasure for individuals.
- Reading empowers the critical thinking skills of every individual.
- Reading can enhance empathy and lead to greater understanding of people who are different from ourselves. It increases our emotional intelligence and helps us to appreciate other points of view.
- Reading is essential to being able to function. It reduces barriers to access. It helps people to make meaning of their world.
- Reading lays the foundation for future learning. It increases our self-worth. It gives us the capacity for critical thinking.
- Reading inspires. It is a trigger for the imagination.
- Reading increases individuals' health and economic well-being.
- Reading preserves the culture for the next generation. It creates a shared connection to the community.
- It is important for society to have a large portion of the population engaged as readers so they can exercise power over their lives and understand how to make effective changes. It allows them to be active citizens.

## Really? Reading does all that? Prove it!

### Reading Cultivates Civic Participation

- the percentage of book readers volunteering for a non-profit organization (42%) is much higher than the percentage of non-readers (25%)
- the percentage of book readers donating money or goods to a non-profit organization (82%) is much higher than the percentage of non-readers (66%).
- 71% of book readers (compared with 65% of non-readers) indicated that they had done a favour for a neighbour in the past month.
- 49% of book readers have a very strong sense of belonging to Canada, compared with 42% of non-readers."

– Hill Strategies, "Social Effects of Culture: Exploratory Statistical Evidence and Detailed Statistical Models"

<http://www.hillstrategies.com/content/social-effects-book-reading>

### Reading increases Empathy

"Reading fiction predicts empathic accuracy."

– Raymond A. Mar, Keith Oatley and Jordan B. Peterson, from "Exploring the link between reading fiction and empathy"

[http://www.yorku.ca/mar/Mar%20et%20al%202009\\_reading%20fiction%20and%20empathy.pdf](http://www.yorku.ca/mar/Mar%20et%20al%202009_reading%20fiction%20and%20empathy.pdf)

### Reading Enhances Relationships

"Engaging in the simulative experiences of fiction literature can facilitate the understanding of others who are different from ourselves and can augment our capacity for empathy and social inference."

– Raymond A. Mar, Keith Oatley, from "The function of fiction in the abstraction and simulation of social experience." *Perspectives on Psychological Science*, 3(3), 173-192.

<http://www.yorku.ca/mar/papers.html>

"A person with improved literacy ... is ...

... more likely to own their own home

... less likely to experience divorce."

[http://www.literacytrust.org.uk/assets/0000/0402/Literacy\\_Changes\\_Lives\\_Executive\\_summary.pdf](http://www.literacytrust.org.uk/assets/0000/0402/Literacy_Changes_Lives_Executive_summary.pdf)

### Reading Deepens our Understanding of Ourselves

"In their pleasure reading, teens gain significant insights into mature relationships, personal values, cultural identity, physical safety and security, aesthetic preferences, and understanding of the physical world."

– Vivian Howard, University of Dalhousie, from "The Importance of Pleasure Reading: Self-identification, self-construction and self-awareness."

<http://brbell.blogs.sd73.bc.ca/files/2013/03/Importance-of-Pleasure-Reading.pdf>

### Reading & Health & Well-being

"Reading books is associated with better health, volunteering, and strong satisfaction with life."

"Compared with those who did not read a book in 2010, book readers:

- Are more likely to report that they have very good or excellent health (54% vs. 44%).
- Are more likely to report that they have very good or excellent mental health (63% vs. 56%).

- Are much more likely to volunteer (42% vs. 26%).
  - Are less likely to feel trapped in a daily routine (33% vs. 39%).
  - Are somewhat more likely to report very strong satisfaction with life (61% vs. 57%)."
- Hill Strategies "The Arts & Well-Being in Canada"

<http://hillstrategies.com/content/arts-and-individual-well-being-canada>

"Literacy has both direct and indirect impacts on health."

– Irving Rootman, Barbara Ronson from "Literacy and health research in Canada: where have we been and where should we go?"

[http://www.cpha.ca/uploads/portals/h-l/lithlth\\_e.pdf](http://www.cpha.ca/uploads/portals/h-l/lithlth_e.pdf)

"Bibliotherapy can improve communication, attitude and reduce aggression for children with social disabilities. "

(Author not listed). "Reading books to your kids can help them deal with social struggles." *Business Standard*, August 13, 2013.

[http://www.business-standard.com/article/news-ani/reading-books-to-your-kids-can-help-them-deal-with-social-struggles-113081300410\\_1.html](http://www.business-standard.com/article/news-ani/reading-books-to-your-kids-can-help-them-deal-with-social-struggles-113081300410_1.html)

### **Reading Reduces Stress**

"Reading was proved:

- 68% better at reducing stress levels than listening to music;
- 100% more effective than drinking a cup of tea;
- 300% better than going for a walk and
- 700% more than playing video games.
- Reading for as little as 6 minutes is sufficient to reduce stress levels by 60%, slowing heart beat, easing muscle tension and altering the state of mind."

– Dr. David Lewis

'Galaxy Stress Research,' Mindlab International, Sussex University (2009)

<http://readingagency.org.uk/adults/impact/research/reading-well-books-on-prescription-scheme-evidence-base.html>

### **Reading Lowers Incidence of Dementia**

"Our study showed that being engaged in more reading and hobby activities and spending more time each week reading is associated with a lower subsequent risk of incident dementia."

– Tiffany Hughes, Chung-Chou H. Chang, Joni Vander Bilt & Mary Ganguli, from

"Engagement in reading and hobbies and risk of incident dementia"

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2911991/>

### **Reading provides Cognitive Benefits**

" Reading has cognitive consequences that extend beyond its immediate task of lifting meaning from a particular passage..... vocabulary, verbal intelligence, general and declarative knowledge ..."

– Annie Cunningham and Keith Stanovich, "What Reading Does for the Mind"

[http://www.csun.edu/~krowlands/Content/Academic\\_Resources/Reading/Useful%20Articles/Cunningham-What%20Reading%20Does%20for%20the%20Mind.pdf](http://www.csun.edu/~krowlands/Content/Academic_Resources/Reading/Useful%20Articles/Cunningham-What%20Reading%20Does%20for%20the%20Mind.pdf)

### **Reading is a Key to Future Success**

"Improving students' reading ... has a strong impact on their opportunities in later life..."

Levels of interest in and attitudes toward reading, the amount of time students

spend on reading in their free time and the diversity of materials they read are closely associated with performance in reading literacy. Furthermore ... 15-year-olds whose parents have the lowest occupational status but who are highly engaged in reading obtain higher average reading scores in PISA than students whose parents have high or medium occupational status but who report to be poorly engaged in reading. This suggests that finding ways to engage students in reading may be one of the most effective ways to leverage social change."

<http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/33690904.pdf>

### **Readers have Higher Incomes**

"Individuals demonstrating higher levels of literacy were more likely to be employed, work more weeks in a year, and earn higher wages than individuals demonstrating lower proficiencies." – Irwin S. Kirsch, Anne Jungeblut, Lynn Jenkins and Andrew Kolstad, from "Adult Literacy in America"

<http://nces.ed.gov/pubs93/93275.pdf>

## **READING IN CANADA: Where we are now**

"The percentage of Ontario students in grade 3 who report they "like to read" dropped from 76% in 1998/99 to 50% in 2010/11. The number of students in grade 6 who "like to read" fell from 65% to 50% in the same time period." from *Reading enjoyment on the decline in Ontario Schools*, People for Education, January 9, 2012.

<http://www.peopleforeducation.ca/pfe-news/reading-enjoyment-on-the-decline-in-ontario-schools/>

"Just over half of the Canadian households surveyed spent no money on books."  
– Hill, K. (2005). Who buys books in Canada? A statistical analysis based on household spending data. *Statistical Insights on the Arts*, 3 (4)

<http://www.arts.on.ca/AssetFactory.aspx?did=423>

"Those [Canadians] who responded that they had read a Canadian book have decreased from 41% in 2002 to 24% in 2012."

– Sarah Tutty from "What Canadians Think about Canadian Books." Booknet Canada, April 24, 2013.

<http://www.booknetcanada.ca/blog/2013/4/4/what-canadians-think-about-canadian-books.html#Ug5vM1MWHRO>

"A snapshot of ... library use in Canada for the last available reporting year of 2010 reveals the following patterns of usage:

- 360 million visits were made in person to libraries across Canada;
- 590 million publications were borrowed;
- 61% of all Canadians have a public library membership."

-- Alvin M. Scradler and Michael R. Brundin, National Statistic and Values Profile of Canadian Libraries

<http://www.cla.ca/AM/Template.cfm?Section=Advocacy&Template=/CM/ContentDisplay.cfm&ContentID=13783>

"Libraries in Canada run on 28 cents per day per Canadian, or \$104 per year per Canadian."

--- Alvin M. Scradler and Michael R. Brundin, National Statistic and Values Profile of Canadian Libraries

<http://www.cla.ca/AM/Template.cfm?Section=Advocacy&Template=/CM/ContentDisplay.cfm&ContentID=13783>

"The sad fact is that almost one in two Canadian adults falls short of the desired proficiency level in English or French."

– Craig Alexander, Senior Vice President and Chief Economist, TD Bank, "Don't Take Literacy for Granted"

<http://www.theglobeandmail.com/commentary/dont-take-literacy-for-granted/article4524704/>

"Slightly more than 60% of Aboriginal Canadians do not have the literacy skills necessary to participate fully in the current knowledge-based economy. The threshold, Level 3, is equivalent to high school completion. In other words, 60% of the Aboriginal population are unable to understand and use the information around them to create a better life for themselves and their families. Discouragingly, this share is ten percentage points higher than registered by Canadian adults."

– Sonya Gulati, TD Senior Economist, in *Literacy Matters: Unlocking the Literacy Potential of Aboriginal Peoples in Canada*, June 20, 2013

<http://www.td.com/document/PDF/economics/special/LiteracyMattersUnlockingtheLiteracyPotentialofAboriginalPeoplesinCanada.pdf>

"Students who say they like to read score 54 points higher [on PIRLS standardized reading tests] than students who do not like reading. – PIRLS

[http://timssandpirls.bc.edu/pirls2011/downloads/P11\\_IR\\_Executive%20Summary.pdf](http://timssandpirls.bc.edu/pirls2011/downloads/P11_IR_Executive%20Summary.pdf)

"Children of parents who say they like to read, scored 36 points higher [on PIRLS standardized reading tests] than those whose parents do not "

[http://timssandpirls.bc.edu/pirls2011/downloads/P11\\_IR\\_Executive%20Summary.pdf](http://timssandpirls.bc.edu/pirls2011/downloads/P11_IR_Executive%20Summary.pdf)

## What works?

"Our findings showed that third-grade students who participated in **summer reading programs** scored higher on reading tests at the beginning of fourth grade and didn't experience summer learning loss. They also scored higher on the post-tests than students who did not participate.... Students who participated in summer reading programs entered the following school year with a positive attitude about reading, were more confident in the classroom, read beyond what was required, and perceived reading as important."

– Carole Fiore and Susan Roman, " Summer Reading Programs Boost Student Achievement, Study Says, " *School Library Journal*, November 1, 2010

<http://www.slj.com/2010/11/students/summer-reading-programs-boost-student-achievement-study-says/>

"Canadians love their **Public Libraries**. Ontario public libraries have more cardholders than VISA, handle more items than FedEx, and have more outlets than McDonald's. Each year, 72.3 million visits are made in person to Ontario public libraries, which is 3 times the annual attendance at all North American NHL hockey games." -- Federation of Ontario Public Libraries 2011 *Annual Report*

[http://fopl.ca/media/2013/06/18.-FOPL-Annual-Report-of-Public-Libraries\\_2011.pdf](http://fopl.ca/media/2013/06/18.-FOPL-Annual-Report-of-Public-Libraries_2011.pdf)

"Only 37% of Ontario's First Nation communities have public libraries, which are open 29 hours per week on average, and are staffed by a single (typically part-time) librarian in 97% of cases."

-- Federation of Ontario Public Libraries 2011 Annual Report

[http://fopl.ca/media/2013/06/18.-FOPL-Annual-Report-of-Public-Libraries\\_2011.pdf](http://fopl.ca/media/2013/06/18.-FOPL-Annual-Report-of-Public-Libraries_2011.pdf)

"**School libraries** are a doorway for children and youth to learn about the world. By design, they are sites for students to explore and develop their own interests, and to foster a love of reading, along with their inquiry and research skills... In Ontario, there appears to be declining support for the role of school libraries. This year, only 56% of elementary schools have a teacher-librarian (eighty percent of them part-time), a number that has fallen steadily from 80% in 1997/98. In highschools, where students do more independent work, the number is higher – 66% – but is down from 78% ten years ago. Students in smaller communities and in smaller schools are much less likely to attend schools that have teacher-librarians. Only 19% of elementary schools in Eastern Ontario and 10% of elementary schools in Northern Ontario have teacher-librarians."

-- School Libraries & Information Literacy, from the People for Education Annual Report on Ontario's Publicly Funded Schools

<http://www.peopleforeducation.ca/wp-content/uploads/2011/07/School-Libraries-2011.pdf>

From *Towards Sustaining & Encouraging Reading in Canada Society* by Sharon Murphy

<http://www.nationalreadingcampaign.ca/research>

"A **home environment that is supportive of reading** is one of the factors that numerous studies identify as being important for the development of leisure reading. Furthermore, many of the patterns of reading established in childhood very commonly persist across the lifespan." (p. 33)

"The research shows that **choice, control, and the implementation of reading as a social activity** are key to building a nation of those who love to read versus a nation of those who can read." (p. 46)

"Even though reading is typically thought of as a solitary activity, **reading and being a member of a group that reads** a particular author or collection of books has direct social benefits through social interaction." (p. 17)

"Teens in particular identify the **importance of working in groups** as a key component of fostering reading." (p. 19)