Loving to Read as a Strategist

Episode 13

www.eleonoraescalantestrategy.com

25-Oct-22

"A l´ombre des Magueys".
A watercolor being exhibited in APACULSA
exhibition , Santa Ana, El Salvador.
Size: 56 cm x 70 cm
Paper Sennelier Cold Press 300GSM, Painted
with Daniel Smith & Holbein pigments.
100% original by Eleonora Escalante

Loving to read as a strategist.

Episode 13

Why to read

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📖 Loving to read as a strategist

Outline per Episodes

1. Prelude
2. Philosophy, Rationale and Objectives
3. Historic roots of reading
4. Once upon a time write and read tied the knot
5. Gutenberg´s Legacy
6. Reading in the XX century
7. Reading trends of today
8. Contexts of reading
9. What is to read
10. How do we learn to read
11. When do we read
12. What to read
13. Why to read
14. We are what we read
15. Is reading the same as learning
16. The reading brain of the kids
17. Who enjoys reading

18. If you don´t like to read
19. The business of reading
20. Publishing industries and the Internet
21. The Information that we read
22. Reading as a need/want, as a tradition or as a fashion?
23. Reading as leisure
24. Substitutes of reading
25. Reading and NAIQIs
26. Libraries matter
27. The core of the strategist mind
28. Reading content as a strategist
29. Becoming a strategist since kindergarten
30. Research agenda on reading for the next 15 years
31. Summary and conclusions

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Important Announcement:

Eleonora Escalante Strategy has decided to offer 5 bonus content subjects that weren´t consider initially in our outline.

1. **Bonus 1: Reading/printing during times of the Protestant Reformation.** ✓
2. **Bonus 2: Reading during the Renaissance.** ✓
3. **Bonus 3: Reading during the Enlightenment.**
4. **Bonus 4: Newspapers commencement.**
5. **Bonus 5: What happened during the first industrial revolution?.**

> **To be revealed between from 1 to15 of January 2023.**

- *We already delivered Bonus 1 and Bonus 2.*
- *Bonus 3, 4 and 5 will be written during our vacations time. The priority is to finish the outline of this saga first.*
- *We have pushed forward the delivery of these three topics to next year, after we finish the current saga.*
- *I apologize for the inconvenience, but I need to focus on the saga subjects as a priority for this autumn-winter season.*

Thank you!

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Timeline

October 2022

SUN	MON	TUES	WED	THURS	FRI	SAT
						1
2	3	4 **Episode 7** Reading trends of today + Bonus 2	5	6	7 **Episode 8** Contexts of reading	8
9	10	11 **Episode 9** What is to read	12	13	14 **Episode 10** How do we learn to read	15
16	17	18 **Episode 11** When do we read	19	20	21 **Episode 12** What to read	22
23	24	25 **Episode 13** Why to read?	26	27	28 **Episode 14** We are what we read	29
30	31					

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What to read

It depends on our life cycle.
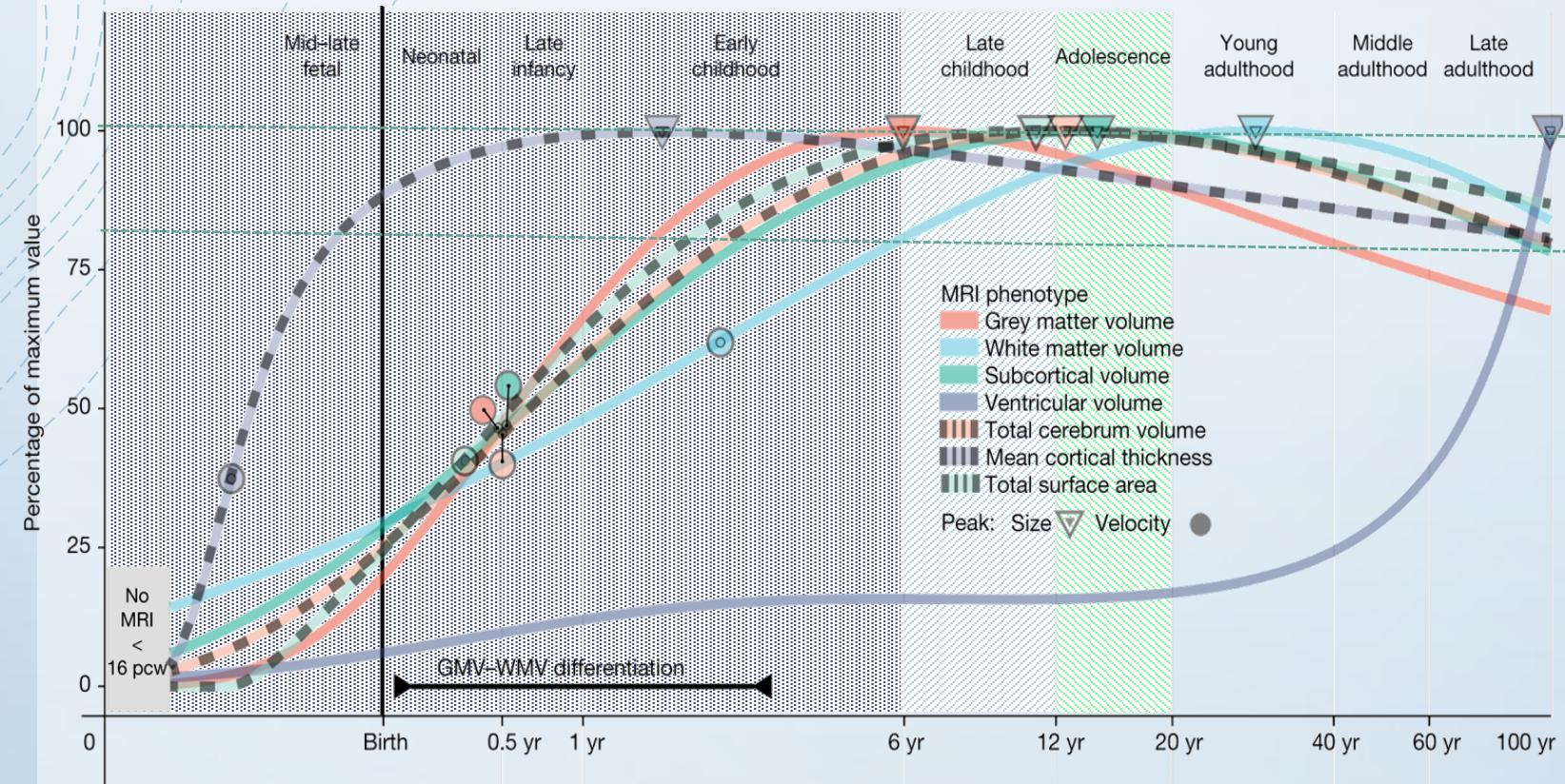
Reading is protective of cognitive function in later life. Frequent reading activities are associated with a reduced risk of cognitive decline for older adults at all levels of education in the long term.
The process of cognitive decline could be slowed by involvement in regular physical activity, avoiding smoking, adopting dietary patterns and nutrient intake or more engagement in social life and leisure activity.

Source reference: Curated and improved by Eleonora Escalante Strategy research.
https://www.nature.com/articles/s41586-022-04554-y/figures/3
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8482376/

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When to read
Levels of Literacy OECD, for PIAAC 2012.

Table 2.1 Description of proficiency levels in literacy

Level	Score range	Percentage of adults scoring at each level (average)	Types of tasks completed successfully at each level of proficiency
Below Level 1	Below 176 points	4.5%	The tasks at this level require the respondent to read brief texts on familiar topics to locate a single piece of specific information. There is seldom any competing information in the text and the requested information is identical in form to information in the question or directive. The respondent may be required to locate information in short continuous texts. However, in this case, the information can be located as if the text were non-continuous in format. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features. Tasks below Level 1 do not make use of any features specific to digital texts.
1	176 to less than 226 points	14.4%	Most of the tasks at this level require the respondent to read relatively short digital or print continuous, non-continuous, or mixed texts to locate a single piece of information that is identical to or synonymous with the information given in the question or directive. Some tasks, such as those involving non-continuous texts, may require the respondent to enter personal information onto a document. Little, if any, competing information is present. Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognising basic vocabulary determining the meaning of sentences, and reading paragraphs of text is expected.
2	226 to less than 276 points	33.9%	At this level, the medium of texts may be digital or printed, and texts may comprise continuous, non-continuous, or mixed types. Tasks at this level require respondents to make matches between the text and information, and may require paraphrasing or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to: • Cycle through or integrate two or more pieces of information based on criteria • Compare and contrast or reason about information requested in the question • Navigate within digital texts to access and identify information from various parts of a document.

Image Source: OECD

Table 2.1 Description of proficiency levels in literacy

Level	Score range	Percentage of adults scoring at each level (average)	Types of tasks completed successfully at each level of proficiency
3	276 to less than 326 points	35.4%	Texts at this level are often dense or lengthy, and include continuous, non-continuous, mixed or multiple pages of text. Understanding text and rhetorical structures become more central to successfully completing tasks, especially navigating complex digital texts. Tasks require the respondent to identify, interpret or evaluate one or more pieces of information, and often require varying levels of inference. Many tasks require the respondent to construct meaning across larger chunks of text or perform multi-step operations in order to identify and formulate responses. Often tasks also demand that the respondent disregard irrelevant or inappropriate content to answer accurately. Competing information is often present, but it is not more prominent than the correct information.
4	326 to less than 376 points	10.0%	Tasks at this level often require respondents to perform multiple-step operations to integrate, interpret or synthesise information from complex or lengthy continuous, non-continuous, mixed, or multiple type texts. Complex inferences and application of background knowledge may be needed to perform the task successfully. Many tasks require identifying and understanding one or more specific, non-central idea(s) in the text in order to interpret or evaluate subtle evidence-claim or persuasive discourse relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information.
5	Equal or higher than 376 points	0.7%	At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidence-based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating the reliability of evidentiary sources and selecting key information is frequently a requirement. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialised background knowledge.

Note: The percentage of adults scoring at different levels of proficiency adds up to 100% when 1.4% of literacy-related non-respondents across countries/economies are taken into account. Adults in this category were not able to complete the background questionnaire due to language difficulties or learning and mental disabilities (see section on literacy-related non-response).

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OUR TEAM

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