

Hartman, D. K. (1995). Eight readers reading: The intertextual links of proficient readers reading multiple passages. *Reading Research Quarterly*, 30, 520-561.

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Summary: This study investigated the types of intertextual links that eight proficient readers made reading across multiple texts. Think-alouds and readers' verbal responses to prompting and debriefing questions were examined. Findings in terms of how readers mentally transpose, absorb, and intersect texts into other texts revealed that the readers enriched their understanding of texts by linking ideas, events, and people. These attempts to make intertextual connections were not neutral. Intertextual links were influenced by the readers' internalized social, cultural, political, and historical mechanisms. The need to broaden the notion of reading to the level of multiple texts was discussed.

Assumptions:

- The notion of text should go beyond printed language. A text refers to any sign system to communicate meaning such as an utterance, a gesture, or art. Texts are not necessarily tangible. That is, a text can also be experiences and ideas that are remembered in the mind.
- The composition of a text is affected by other texts. That is, a text is interwoven with other resources. Thus, reading comprehension should occur at the level of multiple texts rather than single and individual passages.
- Proficient readers make connections using a variety of resources to make sense of a text. That is, the meaning-making process is an intertextual enterprise.

Findings:

- The readers demonstrated orchestrated efforts to link memories and text resources to comprehend passages in relation to each other.
- Intertextuality was not one directional. Rather, the readers' attempts to transpose texts into other texts, to absorb one text into another, and to intersect multiple passages were bidirectional and interactive.
- Students' discourse stances reflected their internalized social, cultural, political, and historical production mechanisms. Thus, the linking of texts is not a mechanical process.

Conclusions:

The researcher found evidence that reading instruction should address the multiple ways students comprehend texts. That is, it should go beyond activities that occur before, during,

and after the reading of a single text. Reading components such as activating prior knowledge are not prescribed stages. Rather, readers flexibly utilize, construct, and reconstruct passages throughout reading.

Suggestions for Teachers:

- Analyze your curriculum and instructional strategies for opportunities to make intertextual links and connections.
- Think about ways to help your students see that intertextual links are a normal part of the reading process and can help them learn.

Suggestions for Literacy Leaders:

- Help teachers explore the notion of intertextuality and its applications to their instruction.