

# How reading, critical thinking, and writing relate to one another

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Missions that try to relate reading, writing and critical thinking with one another oftentimes have the same mission or goals. Let us say that the goal is to help teachers change classroom performance at all levels, they do it for a good reason. These reasons could include active inquiry, student-initiated learning, opinion formulation, relating education to life, problem-solving, critical thinking, cooperative learning, and alternative means of assessment, and writing as an aid to thinking. In this part of the paper, one can easily tell that reading, writing, and critical are intertwined (RWCT, 2009).

Through relating reading, writing, and critical thinking together teachers aid their students in learning how to read and listen with understanding, engage in insightful discussions, relate learning to life, work cooperatively to solve problems, write for the purpose of learning, and conduct community-based inquiries. This is done by planning lessons that are active, creating thematic units, and through developing authentic assessments that evaluate learning processes as well as a mastery of content (RWCT 2009)

## Part 2: What Differentiates Academic Writing from Other Types of Writing

This comparison is similar to comparing the contenting and format of a formal letter to the content and formatting of an informal letter. It depends on the audience who will be receiving the document. There are general rules, however, that differentiate academic or formal writing from other types of writing (UEF 2001).

" Academic writing in English is linear, which means it has one central point or theme with every part contributing to the mainline of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are six

main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible" (UEF 2001.

Academic writing involves several key features.