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**Student Handouts and Quick References at a Glance**  

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Student Handouts and Quick References at a Glance

Use this section to preview the usefulness of, and purpose for, each quick reference and student handout provided in *Critical Reading*. Note: The references and handouts have their own numbering system, so, for example, you will find both a Student Handout 2.1 and a Quick Reference 2.1, in chapter 2. For more about these resources, see “Organization of *Critical Reading*” in the Introduction.

**Strategy 1: “Planning for the Reading: A Teacher’s Guide”**

Quick Reference 1.1: “Reading with Purpose: Using the Text to Create Purpose-Driven Reading”..................................................................................................................6
Students can use this reference to establish their own purpose for reading. The strategies outlined on this reference can be used with texts in all content areas.

Quick Reference 1.2: “Instructional Model for Reading Tasks”.................................9
This reference was designed specifically for teachers. It helps teachers develop a skill-based reading lesson. The model highlights key elements found in effective reading instruction.

**Strategy 2: “Prereading: Working Inside and Outside of a Text”**

**Strategy 2, Section 1: “Working Inside of a Text”**

Student Handout 2.1: “Prereading: Working Inside a Text”.................................................16
This handout includes four prereading strategies: surveying the text, noting organizational signals, predicting the main idea, and predicting the genre. Teachers may want to use this handout after students have had some experience with “Predicting the Main Idea” and “Previewing Reading Aids.”

Student Handout 2.2: “Predicting the Main Idea”.................................................................17
This handout offers four steps that students should use while predicting the main idea of a text.

Student Handout 2.3: “Previewing Reading Aids”...............................................................18
This student handout should be used to teach students how to identify and utilize reading aids in textbooks and other print materials.

Student Handout 2.4: “Connecting Visual to the Surrounding Text”.................................19
Use this handout with texts that offer visual support. The activity asks students to analyze visuals by connecting them to titles, key terms, and other reading aids.

Student Handout 2.5: “Vocabulary Awareness Chart”.........................................................20
Before reading a text, students should use this handout to identify key words and to assess their knowledge of those words.
Strategy 2, Section 2: “Working Outside of a Text”

Quick Reference 2.1: “Studying the Historical and Rhetorical Contexts” ..............................................24
Use this reference to teach students about historical and rhetorical contexts. The information on this page could be used to guide students as they research a specific context.

Student Handout 2.6: “KWL” ..................................................................................................................26
This handout can be used for a traditional “KWL” activity, or a teacher can use it to ask students different types of questions about the reading. Refer to the section “KWL Chart: Reinvented” in the chapter introduction for sample questions that a teacher might ask.

Student Handout 2.7: “Quickwrite: What do I know about the content?” ......................................................27
This handout should be used for quick writing tasks that prepare students for a reading. Students should use the questions on this handout to guide their writing.

Student Handout 2.8: “30-Second Expert” .................................................................................................28
Both a speaking and writing activity, “30-Second Expert” should be used to engage students in collaborative learning exercises. Like the title suggests, the activity can be completed in “30 Seconds.”

Student Handout 2.9: “Before and After Reflection” ..................................................................................29
This student handout guides students through two reflective writing activities: the first, asks students to write about a topic or idea before reading, and the second, asks students to reflect on their initial thoughts after a reading.

Strategy 3: “Learning and Retaining Academic Vocabulary”

Quick Reference 3.1: “Learning and Retaining Academic Vocabulary” ......................................................36
This reference was specifically designed for teachers to use. It details an effective approach to teaching vocabulary. There are three distinct steps to this strategy: Step 1, selecting vocabulary to teach; Step 2, determining prior knowledge; and Step 3, teaching selected words. This final step offers a complete process to directly teaching vocabulary.

Student Handout 3.1: “Keeping Track of New Vocabulary” ........................................................................40
Use this handout to support students’ development of new vocabulary. To complete this handout, students are asked to define new vocabulary, use it in an original sentence, and illustrate the words and or concepts.

Student Handout 3.2: “Vocabulary Bookmarks” .........................................................................................41
This student handout should be used to help students keep track of key words, terms, and concepts while reading novels, textbooks, and other full-length texts.

Strategy 4: “Rereading the Text”

Quick Reference 4.1: “Purpose for Rereading” .........................................................................................48
This reference outlines seven effective ways to reread texts. Teachers can use this reference to teach different ways to reread or teachers can hand it out to students encouraging them to make their own choices about rereading.
Student Handout 4.1: “Rereading: Building Comprehension”
This handout should be used to teach students the value of rereading. As students reread selected passages, their comprehension will improve.

Student Handout 4.2: “Rereading: Checking for Understanding”
This rereading handout models for students four key questions readers ask while they seek to understand a section of text.

Student Handout 4.3: “Rereading: Clarifying and Summarizing”
Similar to “Checking for Understanding,” this exercise asks students to work through a challenging section of text. Students are asked to synthesize and summarize ideas in order to deepen their knowledge of the text.

Student Handout 4.4: “Rereading: Connecting Visual Information to the Surrounding Text”
After students have read a text, have them go back to it and analyze the visuals. Making connections between the visual and the surrounding text will improve students’ comprehension.

Strategy 5: “Marking the Text”
NOTE: Quick References 5.1–5.5 provide “Marking the Text” strategies for students in Social Science, Science, Mathematics, and English classes. Quick Reference 5.6 provides examples of how to mark an argument; Quick Reference 5.7 provides an example of how a student would mark the text by numbering the paragraphs, circling key terms, and underlining an author’s claims; and Quick Reference 5.8 provides three additional marks readers can use to isolate key information when the three original marks do not suffice.

Quick Reference 5.1: “Marking the Text: Social Science”
Quick Reference 5.2: “Marking the Text: Science”
Quick Reference 5.3: “Marking the Text: Mathematics (Word Problems)”
Quick Reference 5.4: “Marking the Text: Fiction”
Quick Reference 5.5: “Marking the Text: Non-fiction (Argument)”
Quick Reference 5.6: “Marking Argument: Numbering Paragraphs and Circling Key Terms”
Quick Reference 5.7: “Marking the Text: Numbering Paragraphs, Circling Key Terms, and Underlining Author’s Claims”
Quick Reference 5.8: “Marking the Text: Additional Ways to Isolate Information”

Strategy 6: “Pausing to Connect Ideas Within a Text”

Quick Reference 6.1: “Pausing to Connect: Questions and Methods”
Use this reference when teaching students how to pause and connect. Teachers may choose to photocopy this reference sheet, teach from it directly, or make the information on this page available in some other way.
Quick Reference 6.2: “Pausing to Connect Paragraphs”
The purpose of this reference is to show how readers pause to connect ideas between paragraphs. Teachers could make a copy of this reference for students, or use it to inform future instruction.

Quick Reference 6.3: “Pausing to Connect Essential Words”
The purpose of this reference is to show how readers connect and build their understanding of the relationship among essential words in a text. Teachers could make a copy of this reference for students, or use it to inform future instruction.

Strategy 7: “Writing in the Margins”
NOTE: Use Quick References 7.2–7.7 to teach students six different ways to think about texts. Each of the six references includes guiding questions to help students think about a text, and authentic examples of writing in the margins.

Quick Reference 7.1: “Writing in the Margins: Six Strategies at a Glance”
This reference provides a snapshot of the six strategies highlighted in this chapter. It is recommended that teachers use this reference once students have had time to learn each of the “Writing in the Margins” strategies. This reference can be given to students as they become more familiar with the different strategies. When given all six strategies, students can begin to make their own choices about how to write in the margins.

Quick Reference 7.2: “Writing in the Margins: Visualizing Ideas”
Quick Reference 7.3: “Writing in the Margins: Summarizing Ideas”
Quick Reference 7.4: “Writing in the Margins: Clarifying Ideas”
Quick Reference 7.5: “Writing in the Margins: Making Connections”
Quick Reference 7.6: “Writing in the Margins: Responding to Ideas”
Quick Reference 7.7: “Writing in the Margins: Questioning”

Strategy 8: “Charting the Text”
Quick Reference 8.1: “Charting the Text: Analyzing the Macro-Structure”
The five pages that make up this section begin with a how-to guide for charting the macro-structure of a text. The four remaining pages in the series provide authentic examples of charting the macro-structure.

Quick Reference 8.2: “Charting the Text: Analyzing the Micro-Structure”
The three pages that make up this section include a how-to guide for charting the micro-structure and two examples of this strategy. The first example shows a reader using the margins of the text to write summary and charting statements. The second example shows a reader utilizing the “Charting the Text Table: Analyzing the Micro-Structure” (Student Handout 8.1) as he summarizes and charts individual paragraphs.
When learning how to chart the micro-structure of a text, students should use this table to help them organize their summary and charting statements. Having their summary and charting statements next to each other will help students learn the difference between what an author is saying (the message of the text) and what an author is doing (the rhetorical decisions that are made).

This handout offers a list of verbs that students can refer to while charting texts. The “Charting Verbs List” has been divided into high-frequency and medium-frequency charting verbs. This is not a comprehensive list of verbs, so teachers may need to add to the list or build their own lists as they engage students in this deep reading strategy.

This handout outlines the eight questions from “Analyzing a Writing Prompt” and it provides space for students to answer the questions as they work through a prompt.

Students should use this handout while taking notes on a single source. The first page asks students to record the title of the source, author’s name, publication information, and general information about the historical and rhetorical contexts surrounding the source. The second page offers a table for students to record and analyze source material. If students are asked to use multiple sources, it is recommended that they transfer the ideas from this handout into their Cornell notes. When used in this way, the handout becomes a template for students, allowing them to duplicate the information as needed.

These handouts ask students to summarize a section of text. When learning how to write effective summaries, students should work with a shorter passage of text. The Guided Practice handout (10.1) is different from the Independent Practice (10.2) in that it provides sentence starters to help frame students’ academic responses. As students develop their
summary skills, they will be less dependent on sentence starters and templates. It is recommended that students use the Guided Practice handout as they learn summary writing.

**Student Handout 10.3: “Accounting for an Author’s Claims”**

Use this handout to help students identify and synthesize claims made by an author. The second half of this activity asks students to account for an author’s main claim, which may require a synthesis of all given claims. Depending on the author, a main (or central) claim may be explicitly or implicitly stated. Students should use the processes outlined on this handout to help articulate an author’s main claim.

**Student Handout 10.4: “Analyzing an Author’s Evidence”**

This handout helps students focus on and analyze an author’s use of evidence. Tables are provided to help students isolate key evidence, identify the type of evidence being presented, and analyze its value and impact on the argument.

**Quick Reference 10.2: “Summarizing an Author’s Use of Evidence”**

Use this reference with students who have had some time to analyze an author’s evidence. Once they have examined the evidence, they can use this reference to help guide their summaries. This reference describes what writers should include when summarizing an author’s use of evidence.

**Student Handout 10.5: “Analyzing and Summarizing Evidence: Template”**

This handout offers a template that students could use to frame a complete academic response. The academic moves modeled here parallel the four parts outlined in Quick Reference 10.2: “Summarizing an Author’s Use of Evidence.”


Another summary activity provided in this chapter is the “One-Page Report: Poster Activity.” This reference details a summary activity that asks students to summarize an argument through visual and linguistic representations.

**Quick Reference 10.4: “Say, Do, Mean: What does the author say? What does the author do? And, what does it mean?”**

This reference defines three parts (say, do, mean) and describes what should be included for each of the parts. It also provides brief sample responses for each part of the summary activity.

**Student Handout 10.6: “Say, Do, Mean”**

This handout provides a place for students to complete all three parts of the summary activity, “Say, Do, Mean.”

**Quick Reference 10.5: “Say, Do, Mean: A Student Sample”**

This reference provides authentic student samples for each of the three parts, “Say, Do, Mean.” Before completing their own “Say, Do, Mean,” students should read these sample responses so they know how to complete the summary activity.

**Quick Reference 10.6: “Sample Text: The Space-Taker Effect”**

This reference is provided to give teachers and students access to the text that was used to create the authentic student samples for both the “Say, Do, Mean” and “Rhetorical Précis” summary activities.
Student Handout 10.7: “Writing an Argument Summary: Rhetorical Précis”.................................146
The purpose of this handout is to chunk a Rhetorical Précis writing exercise into five manageable parts. Each part of the Précis offers a description of what should be included, a sample response, and a template that offers students additional guidance.

Student Handout 10.8: “Rhetorical Précis: Template”.................................................................150
This handout provides a complete template for students who are familiar with Student Handout 10.9: “Writing an Argument Summary: Rhetorical Précis” and who do not need additional support beyond the template. Eventually, students should be able to write a rhetorical précis without any support.

Student Handout 10.9: “List of Words to Describe an Author’s Tone”........................................152
This reference provides a list of words that could be used to describe an author’s tone. Students will need this reference as they complete the fourth part of the rhetorical précis.

Quick Reference 10.7: “Strategies for Summarizing Informational Texts”................................153
This reference lists reading strategies that will help students summarize informational texts (e.g., textbooks, workplace documents, and various periodicals). It describes what a typical summary covers and provides some general tips to consider when summarizing a text.

Student Handout 10.10: “Summarizing Sections of Informational Texts”.....................................154
This handout offers a process for summarizing informational texts. This handout asks students to concentrate on one section of text at a time, making it easier for students to isolate and account for essential information. As students learn how to summarize informational texts, they will require less support.

Quick Reference 10.8: “Sample Summary of an Expository Text”..................................................155
This two-page reference provides an authentic summary of an expository text on the first page, and the template that was used to craft the summary on the second page. Teachers may want to reference these pages to see how templates could be used to strengthen students’ writing or use it to show students how templates can help shape competent, academic responses.

Strategy 11: “Utilizing Sentence Starters and Templates”

Quick Reference 11.1: “Sentence Starters”..................................................................................164
This reference focuses on a common rhetorical strategy in academic writing, metadiscourse. The reference outlines five types of metadiscourse and provides a variety of sentences starters for each type.

Quick Reference 11.2: “Providing Information About a Source”..................................................167
Use this reference to explicitly teach students that writers will choose to introduce source material in various ways. This reference offers six different ways a writer may choose to introduce a source.

Quick Reference 11.3: “Citing Sources Directly: Using Quotation Marks and Parenthetical Citations”..........................................................169
This reference provides a clear example of how to cite a source using Modern Language Association (MLA) standards.
Quick Reference 11.4: “3-Part Source Integration”
Teaching students how to introduce source material is a never-ending battle. This reference demystifies this skill for students by breaking the process into three parts. The reference also offers a couple of examples of how to introduce and talk about a source.

Student Handout 11.1: “3-Part Source Integration: Chart”
Use this handout when teaching students how to introduce and talk about source material. The work produced from this handout could be incorporated into the papers students write.

Quick Reference 11.5: “Introducing the Source and the Author”
This reference provides three templates that students could use when introducing source material.

Student Handout 11.2: “3-Part Source Integration: Templates”
This handout offers two templates that students could use while learning how to introduce and analyze source material.

Strategy 12: “Investigating Writers’ Choices”

Quick Reference 12.1: “Learning About Introductions in Expository Texts”
This reference describes elements of effective introductory paragraphs. This information is useful for students as they learn to make their own decisions about the introductions they write.

Student Handout 12.1: “Investigating Introductions in Expository Writing”
As students learn how to write introductions, they should spend some time investigating how professional writers introduce their topics. This handout should be used to assist in the investigation and exploration of various introductions.

Quick Reference 12.2: “Learning About Body Paragraphs in Expository Writing”
If we hope to move students beyond the five-paragraph essay, we must expose them to high quality writing that offers a wide range of text structures. This reference explains that paragraphs are designed to do very specific work and that paragraphing is intentional and not part of a formulaic process.

Student Handout 12.2: “Investigating How Writers Use Paragraphs”
Use this handout to help students investigate body paragraphs. It offers a table that students should complete as they analyze individual paragraphs. When analyzing multiple paragraphs, have students record their ideas in their Cornell notes, using the information on the handout as a template.

Student Handout 12.3: “Studying Conclusions in Expository Writing”
Students struggle to write effective conclusions. For this reason, we should have them examine conclusions in professional writing, studying what writers do at the end of their texts. This handout provides questions that engage students in the analysis of concluding paragraphs.
Quick Reference 12.3: “Learning About Evidence” ............................................................... 189
This reference offers a brief introduction to evidence and how it is used and valued across the disciplines. The reference proves useful for teachers and students interested in studying and utilizing evidence in a given discipline.

Student Handout 12.4: “Analyzing Evidence” ......................................................................... 190
This handout first appears in “Strategy 10: Summarizing the Text.” In “Strategy 10,” this handout is used to support students as they work to summarize an author’s use of evidence. For this chapter, the same handout serves a different purpose. It should be used to investigate a writers’ decision for using a particular type of evidence. Studying a writers’ evidence will help students make their own decisions about the evidence they use in the papers they write.

Quick Reference 12.4: “Why Writers Use What Others Say” ....................................................... 192
This reference briefly explains why writers incorporate the words of others into their texts.

Student Handout 12.5: “Analyzing How Writers Use What Others Say” ........................................ 193
This handout offers a table that students should use while investigating the use of cited authors.

Student Handout 12.6: “Reading Pictures, Images, Graphs and Other Visuals” ............................... 194
This handout asks students to analyze visuals in texts. As part of their analysis, students investigate the purpose of the visual and evaluate its impact on the meaning of the text.

Quick Reference 12.5: “Learning About Rhetorical Devices” .......................................................... 195
This reference defines rhetorical devices and offers a brief outline that students should follow when writing (or speaking) about rhetorical devices.

Student Handout 12.7: “Analyzing Rhetorical Devices” .................................................................. 196
This handout offers a template for students to follow when analyzing rhetorical devices.

Student Handout 12.8: “Analyzing Metadiscourse” ..................................................................... 197
In “Strategy 11: Utilizing Sentence Starters and Templates,” metadiscourse (a featured rhetorical move in the chapter) is divided into five categories: Framing Metadiscourse, Focusing Metadiscourse, Connecting Metadiscourse, Explaining Metadiscourse, and the fifth, Attitudinal Metadiscourse. For this handout, students are asked to identify metadiscourse in a text, explain how the writer is using the strategy, and evaluate its effectiveness.
This first strategy is unique in that it speaks directly to the teacher using this book and does not offer reading strategies for students. The strategies and approaches discussed here, however, provide support and guidance for teachers as they develop reading tasks for their students. Literacy experts believe that effective literacy instruction begins with a purpose for reading and writing. If we hope to improve our students’ academic literacy, we must give more consideration to the types of texts we ask them to read. We must also have a plan for the reading. We must read the text first to see what it has to offer, and then develop skill-based lessons that teach students how to access the information we want them to know.
Selecting Texts for Instructional Purposes

When selecting texts for our students to read, it is important to consider more than just the content or topic. What else is there to consider? We should select texts that lend themselves to the teaching of specific reading strategies or other academic skills. Because texts present a variety of linguistic and structural challenges, we need to expose students to a wide range of texts and teach them critical reading skills that will help them comprehend these difficult texts.

Effective literacy instruction begins with the teacher’s knowledge of the text. We must take time to read and understand the texts we use in the classroom. Once we have read the text, we can decide on how to best teach it (or if we want to teach it).

While reading a potential text for your students, you should…

- Read, and when necessary, reread the text in order to gain a deep understanding of what the author says and/or argues.
- Mark the text (number the paragraphs and underline essential information) in the same way you will want your students to mark it.
- Chart and summarize sections of the text in order to gain insight into what the author is doing in the text. You want to be very familiar with the text before reading it with your students. Write your comments or analyses in the margins.
- Identify elements or sections of the text that are challenging. Decide on strategies that will support students through these difficult sections.

When selecting a text for instructional purposes, choose a text that…

- can be read for multiple purposes (for example, analyzing arguments and structure).
- presents various types of evidence and support.
- offers ideas that could be represented in a visual or graphical way.
- develops or extends course concepts or objectives.
- models effective, sophisticated writing.
- challenges students linguistically or cognitively.
- develops students’ cultural literacy.
- presents visual arguments.
- develops students’ academic literacy in some other way.

Questions to ask after selecting a text, ask…

- Why am I having my students read this text?
- What reading strategies can I explicitly teach with this text?
- What Prereading activities should my students complete before reading the text?
- What will I have my students do while they read?
- How should I support my students as they read this text?
- How can I get my students to see what the text has to offer?
- What can I effectively teach in the time that I have?
- What will my students be able to know or do once they complete the reading?
- How will my students demonstrate that they have comprehended the ideas in the text?
Establishing a Purpose for the Reading

Purpose-Driven Reading (Teacher-Driven)
Every reading task should begin with a purpose, or a prompt, that is articulated either verbally or in writing. Prompts are useful! They communicate to students our expectations for the reading, define what students should be thinking about and doing while reading and they also help students make decisions about the types of reading strategies they will need to employ.

Before creating a prompt, consider…

- What do you want your students to understand?
- What do you want your students to do while reading?
- What will your students do to complete the assignment?
- What will your students summarize, analyze, or evaluate?
- What will the writing exercise look like? Is there a model? A template? A rubric?

It is important to remember that purposefully selecting texts and crafting prompts for individual reading (and writing) tasks is the teacher’s responsibility. Students depend on our guidance and support, and we must give it to them.

The following samples offer a few ways prompts can be used to create a purpose for reading.

Sample Prompt 1
Social Behavioral Sciences
Is modern technology a social experiment? Has instant communication (email, text messages, and instant messages) negatively impacted our ability to communicate well? These questions and others like these are raised in Donna St. George’s article “Texting Changes Life for Teens, Families.” While reading St. George’s text, circle the names of people and underline what they say. Who are these people? And how does St. George use cited authors to explore the phenomenon of text messaging?

Sample Prompt 2
Biology
Read the section on “Nutrition and Energy Flow” in your Biology textbook. This section is broken into four subsections. What are these sections about? In your Cornell notes, briefly summarize each section. Summaries should include the definitions of key vocabulary, main ideas, and other essential information like descriptions and examples. Turn titles and subtitles into questions to help focus your summaries.
Instructional Model for Reading Tasks

The following outlines an instructional model for developing, implementing, and supporting skill-based reading instruction.

Selecting a Text and Defining a Reading Purpose

- Develop a content-based and skill-based learning outcome.
- Purposefully select a text that can be used to teach specific academic literacy skills.
- Establish a purpose for reading.
- Craft a prompt to help communicate the purpose for reading.

Establishing the Learning Environment

- Set the context for the assignment.
- Encourage students as they engage in rigorous academic course work.
- Maintain high expectations for reading and writing exercises.
- Increase opportunities for students to discuss texts.

Preparing for the Reading

- Engage students in prereading activities.
- Study the author’s personal, professional, and/or academic experiences.
- Review important words.
- Examine the historical and rhetorical contexts.

Selecting Active Reading Strategies

- Reread
- Marking the Text
- • Pausing to Connect Ideas Within a Text
  • Writing in the Margins
  • Charting the Text
  • Summarizing the Text

Supporting and Assessing the Reading Task

- Teach specific reading strategies that help students understand the text.
- Model active reading strategies using an overhead projector or document camera.
- Assign group work as part of the reading activities.
- Assess students’ ability to actively read and comprehend the text.
How should students Preread?

Students should utilize a variety of prereading strategies to better understand the texts they read. Good readers preread a text by surveying and evaluating the organization and length of it, by noting the organizational signals within it, by predicting the main idea and genre, by previewing the reading aids, and by connecting visuals to the surrounding text.

When should students Preread?

Prereading need not take a whole class period. Working inside and outside of a text can be done quickly. What can you realistically do in a few minutes? Plenty! Before class, prepare a few questions that will get students talking about the ideas in the text. Then, in class, give students three to four minutes to discuss the questions in small groups. After a few minutes of good discussion, ask volunteers to share their thoughts with the whole class. Hand out the reading and ask students to read the title, publication information, and any other introductory material. If a description of the author is provided, have the students read that as well. Ask them to make some predictions, such as, “What do you think this text will be about?” Let them share some ideas before asking them to read the first and last paragraph. Now that they have more information, have them make new predictions. Ask them to share their new predictions with a neighbor. This approach to prereading should take no more than ten minutes. This is time well spent because students’ comprehension will increase and their ability to talk about the ideas in the text—days after the reading—will improve.

Why should students Preread?

Well-planned prereading activities can turn a difficult (even dry) text into a rich reading experience—one that students will enjoy and remember. Prereading should be used to create interest and to build prior knowledge. Have fun and be creative. Prereading can be used to scaffold learning and motivate adolescent readers.
Prereading: *Working Inside a Text*

Use the questions and/or instruction in the left column to guide your prereading. Record your responses in the right column.

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<th>Surveying the Text</th>
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<tbody>
<tr>
<td>What is the title of the text? Who is the author?</td>
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<tr>
<td>Describe any visuals in the section you have been asked to read.</td>
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<tr>
<td>Provide some comments about the text (e.g., length, number of paragraphs, layout, visuals, etc.).</td>
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<th>Noting Organizational Signals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe the layout of the text, observing titles, subtitles, sections, and page breaks.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Predicting the Main Idea</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the title of the text and make predictions about the main idea. What will this text be about?</td>
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<tr>
<td>Now, read the first and last paragraphs. What do we know about the text that we didn’t know before?</td>
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<tr>
<th>Predicting the Genre</th>
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<tr>
<td>What do you know about this genre?</td>
<td></td>
</tr>
<tr>
<td>How will the text be shaped and developed?</td>
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</table>
### Vocabulary Awareness Chart

Scan the title, subtitles, captions, reading aids, and first and last paragraphs. Identify ten words that seem important (for instance, words that are essential to the topic, content vocabulary, or key concepts). Once you have identified these words, write them in the “Word” column. Assess your own knowledge of each word by placing a check mark in the column that best represents your understanding of each word. Use a dictionary to look up the words you don’t know.

<table>
<thead>
<tr>
<th>Word</th>
<th>Know it</th>
<th>Seen it; don’t know it</th>
<th>No idea</th>
<th>Definition or notes for those words you do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>10.</td>
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</table>

Which of the above words were the most challenging? Why?
30-Second Expert

To complete this activity, take a few minutes to fill in the left column, “What do I know about this topic?” Once you have written all that you know about the topic, follow the steps below.

**Step 1:** Stand and find a partner. Stay standing.

**Step 2:** One person shares his or her thoughts while the other listens. You have 30 seconds to share. Begin by saying, “I am an expert on this topic because I know…”

**Step 3:** The listener will summarize what he or she has heard. Begin your summary with “According to” (insert name) and summarize what you heard. After your summary, ask, “Did I get that right?”

**Step 4:** Reverse rolls. Speaker becomes listener and listener now speaks.

**Step 5:** Be sure to thank your partner when you are finished.

**Step 6:** Record any new knowledge in the right column.

**Topic or prompt:**

**Partner’s name:**

<table>
<thead>
<tr>
<th>What do I know about this topic?</th>
<th>What new knowledge or understanding have I gained from listening to my partner?</th>
</tr>
</thead>
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<td></td>
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</table>
How should students Learn and Retain Academic Vocabulary?

Students learn and retain academic vocabulary through regular practice and immersion. Word games make learning new vocabulary a pleasurable experience for students, rather than a chore. Suggestions for word immersion and fun word games are provided below.

Word Immersion
Create several word walls around the classroom, each of which is devoted to a word category, such as citation terms (claims, argues, suggests…) or central concepts from the content area you are teaching. As words in these categories come up in the reading, ask students to print them on large cards and post them on the appropriate wall. Review the words frequently by using them in sentences, pointing them out in a reading, or including them in games and quizzes. For more on word walls, see the Florida Online Reading Professional Development (FOR-PD) website.4

Word Fun
Learning and using new words should be motivating and pleasurable for your students. Here are some ideas:

- Several games, such as “Mind Reader,” “Hot Seat,” and “Vocabulary Toss,” suggested on the FOR-PD website listed above, can be used to review the words students have been learning.
- You can also give credit to students for going online and taking vocabulary quizzes. See, for example, the website established by the United Nations food program.5 As students take multiple choice vocabulary quizzes, their right answers are converted into rice, shown in a bowl, and the rice they earn is distributed world-wide. Quizlet is another website where students can take vocabulary quizzes which are not as difficult.6
- Studying SAT vocabulary can also be fun for students with Sheppardsoftware.com, where they can view online flashcards.7
- The Longman Vocabulary Website is an online tool that challenges and increases students’ vocabulary knowledge.8
- Ask students to bring to class the new academic words they encounter in readings, online, or elsewhere. These words can be written out and dropped into a box. During class, draw out one of the words and discuss it. An option is to put it on a word wall, giving the student who brought it extra credit.

When should students Learn and Retain Academic Vocabulary?
The short answer: Every time students read a text, they should record unknown vocabulary words in their notes, or on Student Handout 3.1: “Keeping Track of New Vocabulary.” Learning vocabulary is an ongoing process and it is likely that students will engage with unknown words in most of their academic texts.

When selecting a text for students to read, preview the text for potential vocabulary words. Identify the words students should learn and retain. Rather than making a list of (the many) words students might not know (a common practice in textbooks), make well-considered decisions about which words to focus on.
Purposes for Rereading

Clarifying Information
Go back to a section of the text that you didn’t understand and work to clarify the section.
- What is the author saying?
- What do you understand?
- What don’t you understand?
- How does this section connect with surrounding information?

Connecting Visual Information to Surrounding Text
Go back to the text and analyze how the visual information connects to the surrounding text.
- What new information did you learn from reading the visuals?
- What purpose do they serve?

Summarizing Information
Go back to the text and summarize information that is relevant to your reading task.
- What are the key points, terms, claims, and/or ideas?
- What is the purpose of this section?
- What is the author doing in this section?

Categorizing and/or Organizing Information
Go back to the text and determine how the information is being presented.
- How are ideas being compared?
- How are the ideas organized?
- Chronologically?
- Categorically?
- What is the best way to organize the essential information?

Pausing to Connect Ideas within the Text
Go back and evaluate the information you marked.
- How does this idea relate to other ideas in the text?
- What is the author attempting to communicate by using these terms?
- Based on my markings, what do I understand?

Charting the Text
Go back to the text and determine what the author is doing (as opposed to saying) in each paragraph.
- How does the author construct the paragraph or section?
- What is the author doing?

Visualizing Ideas Presented in the Text
Go back to sections of the text where complex ideas are being discussed and draw the ideas in the margins or in your notes in order to help you visualize such ideas.
Marking the Text: *Social Science*

This Strategy has three distinct marks:

1. **Number the paragraphs.**

   ① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.

   ② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle** key terms, cited authors, and other essential words or numbers.

   You might circle…

   - key concepts
   - lesson-based content vocabulary
   - concept-based vocabulary
   - words that signal relationships (i.e. *This led to...* or *As a result...*)
   - names of people
   - names of historical events
   - dates
   - numbers

3. **Underline** the author’s claims and other information relevant to the reading purpose.

   While reading informational texts (i.e. textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:

   - central claims
   - evidence
   - details relating to a theology, philosophy, or ideology
   - facts about a person, place, thing, or idea
   - descriptions of a person, place, thing, or idea
   - cause and effect relationships

Here are some strategies to help students identify essential information in the reading:

- Read the introduction to the primary or secondary source.
- Scan the text for visuals, vocabulary, comprehension questions, or other reading aids.
- Review your notes for key concepts.
- Preview chapter or unit reviews.

Note: If you are not working with consumables, consider photocopying sections of a text that are essential to writing assignments, course content, exams, or other class activities.
“Pausing to Connect” is a reading strategy that helps readers gain deeper understandings of the texts they read. Skilled readers will often pause to make connections within a text. They will ask questions such as:

- What do I understand so far? What don’t I understand?
- What information does the author need to clarify?
- Why has the author repeated this word?
- How does this term or phrase connect to what the author is arguing?
- How does what I just read connect to the above paragraph or section?
- What is the author trying to get me to think about here, and here?
- What is the author doing in this paragraph?
- What is the author’s purpose?
- How has this section or paragraph helped my understanding of the text as a whole?

Readers pause to connect ideas within different types of texts for different reasons. The following section describes some of the reasons why readers pause to connect ideas within textbooks, non-fiction, and fiction.

**Textbooks**
Readers pause to connect ideas within textbooks to:
- clarify information.
- connect the visual aids to the words on the page.
- summarize ideas that have been presented.
- investigate how titles and subtitles relate to the surrounding text.
- make various other connections while reading.

**Non-fiction**
Readers pause to connect ideas within non-fiction to:
- clarify information.
- explore how words or terms are being used.
- investigate relationships between language and meaning.
- analyze how one paragraph is related to another.
- read images, charts, graphs, and other visual aids being offered.
- synthesize an author’s claims.
- investigate the types of evidence being used to advance the argument.
- make various other connections while reading.

**Fiction**
Readers pause to connect ideas within fiction to:
- clarify plot points, character motivation, relationships, and/or setting.
- explore literary devices and features.
- trace the actions of one character or review the actions of many characters.
- analyze author’s use of diction and its effect on tone and mood.
- identify repetitions, metrical feet, or rhyme schemes in poetry.
- make various other connections while reading.
How should students Write in the Margins?

The strategy you choose to teach will depend on the text itself. For example, passages containing descriptions, analogies, or complex concepts may need to be drawn or illustrated in order to conceptualize the ideas. Other texts might require a different strategy. Avoid teaching all six strategies at once. Select one or two strategies (for instance, clarifying and summarizing information) and practice using these strategies before introducing others. Eventually, students will be able to strategically select strategies—or ways of thinking—that will help them understand the text.

When should students Write in the Margins?

Students should be expected to use one or more of the writing in the margins strategies while reading academic texts. As indicated in the introduction, when (and how often) students write in the margins will depend on the reading task and the students’ knowledge of the strategy. For example, if I am introducing this strategy to my class, I will want them to write in the margins as a purposeful rereading, applying only one or two of the strategies as they reread sections of the text. However, students who are familiar with writing in the margins could employ this strategy while reading a text for the first time. Whether we are teaching this strategy for the first time or for the tenth time, we want to guide and support our students until they have learned how to use it independently. This independence is gained through constant use of the strategy with various types of texts.

Why should students Write in the Margins?

When readers write and draw in the margins of text they become actively engaged in what the text is saying. Clarifying, summarizing, questioning, as well as other strategies listed here, will increase students’ comprehension of textual material while providing ways for students to make their own meaning.
Writing in Margins: *Summarizing Ideas*

**Summarizing Sections of a Text**

Students can learn to briefly summarize paragraphs or sections of a text. Summarizing sections of a text requires a reader to analyze and evaluate essential information while condensing lengthier passages. When summarizing sections of a text, consider answering questions such as “What is this section about?” or “What is the author saying?” Summaries should also include a concise description of what the author is doing in the section or paragraph.

Summaries will vary in both length and content, but most will:

- state what the paragraph is about,
- describe what the author is doing, and
- account for key terms and/or ideas.

Look over the different summary statements a student wrote while reading “Clean Air or Clean Hair?”

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**Clean Air or Clean Hair?**

*By Glenn Hurowitz*

While showering a few weeks ago, I realized I had run out of conditioner. So I reached up and grabbed my wife’s bottle—Clairol Herbal Essences Rainforest Flowers, “with essences of nourishing palm.”

The label caught me slightly by surprise. As an environmental journalist, I’ve been writing about the ecologically destructive effect of palm oil for some time now.

Whether it’s used as an additive in soap, cosmetics or food, or processed into a biofuel, palm oil is one of the worst culprits in the climate crisis. Most of it comes from the disappearing, ultra-carbon-rich rain forests of Indonesia and Malaysia, of which 25,000 square miles have been cleared and burned to make way for palm oil plantations.

That burning releases enough carbon dioxide into the air to rank Indonesia as the No. 3 such polluter in the world. It also destroys the last remaining habitat for orangutans, Sumatran rhinos, tigers and other endangered wildlife. So what was this deadly oil doing in our otherwise ecologically friendly apartment?

I started to inspect other items on our shelves. Despite our efforts to keep our family green, we had admitted into our home several products containing palm oil: Burt's Bees soap, chocolate truffles from Trader Joe's, Kashi breakfast bars, Whole Foods water crackers and many others.

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Glenn Hurowitz is an environmental journalist who researches the damaging effects of palm oil.

Describing how burning forests in Indonesia is polluting the air and destroying vital habitats.
Clean Air or Clean Hair?
By Glenn Hurowitz

1. While showering a few weeks ago, I realized I had run out of conditioner. So I reached up and grabbed my wife's bottle -- Clairol Herbal Essences Rainforest Flowers, "with essences of nourishing palm."

2. The label caught me slightly by surprise. As an environmental journalist, I've been writing about the ecologically destructive effect of palm oil for some time now.

3. Whether it's used as an additive in soap, cosmetics or food, or processed into a biofuel, palm oil is one of the worst culprits in the climate crisis. Most of it comes from the disappearing, ultra-carbon-rich rain forests of Indonesia and Malaysia, of which 25,000 square miles have been cleared and burned to make way for palm oil plantations.

4. That burning releases enough carbon dioxide into the air to rank Indonesia as the No. 3 such polluter in the world. It also destroys the last remaining habitat for orangutans, Sumatran rhinos, tigers and other endangered wildlife. So what was this deadly oil doing in our otherwise environmentally friendly apartment?

5. I started to inspect other items on our shelves. Despite our efforts to keep our family green, we had admitted into our home several products containing palm oil: Bar's Best soap, chocolate truffles from Trader Joe's, Kashi breakfast bars, Whole Foods water crackers and many others.

6. Probably the worst offenders were Entenmann's chocolate-covered doughnuts, which actually list palm oil as the first ingredient -- and palm kernel oil as the second. Lots of other products, some of them marketed as "green," contain this rhino-killer too: Oreos, Chewy Chips Ahoy!, Orville Redenbacher's popcorn, Hershey's Kisses "Hugs," Twix and many other processed foods. Even some Girl Scout cookies have it, which is why this spring, 12-year-old girl Scout Megan Verte and Khiannon Tombs, both of Ann Arbor, Mich., refused to sell the cookies and have encouraged the organization to drop the ingredient.

7. The great tragedy of all this palm oil use (about 30 million tons globally every year) is that it's so easily replaced by healthier vegetable oils, like canola, that come from significantly less ecologically sensitive areas. Indeed, every single product I examined had either a variant or a competitor that didn't contain palm oil -- with no discernible effect on price or quality. Sitting next to those Whole Foods brand water crackers were Haute Cuisine water crackers made with canola oil. Down the aisle from palm-oil laden Ivory soap was palm-oil-free Lever 2000.

8. Unfortunately, most of the food and cosmetics conglomerates are more interested in covering up the environmental destruction than replacing the problem ingredient. Kellogg's, Kraft Foods, Unilever, Nestle, Procter & Gamble and others (including the Girl Scouts) assure the public that such environmental concerns don't apply to them because they (or their suppliers) are members of the Roundtable on Sustainable Palm Oil, an industry group (with a handful of environmental members) that sets guidelines on growing and selling palm oil.

9. Unfortunately, as a recent Greenpeace report revealed, the Roundtable's standards are almost meaningless because they don't include inspections of the palm oil tree plantations. The Roundtable plans to address this problem in the next few months by certifying a small amount of oil that it says has been verifiably produced according to some sustainable standards. But even Roundtable Vice President Darrell Webber acknowledges that the process "isn't perfect," in part because liquid oils are easy to mix and nearly impossible to track.

10. So how can we keep dead orangutans out of our hair, out of our food and out of our gas tanks? Consumers should scan ingredient labels for palm oil and palm kernel oil (and derivatives such as palmitic acid) and choose brands that don't contain them. Wall Street should divest from this ecologically subprime market, not only because it's the right thing to do but because its high carbon footprint...
Strategies for Summarizing Informational Texts

This quick reference describes the steps a reader should take when summarizing expository texts. When we summarize purely informational texts, we want to account for the main ideas. Because informational texts can be content heavy, we will need to read carefully for the most important content. Not all the information in the text is important. Seek to understand the reading and writing tasks. Establishing a purpose for reading will help narrow our focus as we make decisions about what we should include in our summaries. The following steps will help us complete this type of reading and writing assignment.

Step 1: Seek to understand the reading and writing tasks.
   \textit{What are you expected to know and do? What are you summarizing?}

Step 2: Carefully read the text.
   \textit{Read the text once to get a general idea of what the text is about.}

Step 3: Reread and mark the text.
   \textit{Circle terms and underline information relevant to the reading and writing tasks.}

Step 4: Pause to connect ideas within the text.
   \textit{Connect what is said to the visuals in the text. Ask questions such as “How does this section connect to the previous section?” or “What does this idea have to do with that idea?”}

Step 5: Write summary statements in the margin.
   - \textit{What is this paragraph (or section) about?}
   - \textit{What is the author saying?}
   - \textit{What is the author doing in this paragraph (or section)?}

Consider the following when summarizing informational text:
- Ideas are typically presented in the order that they appear in the text; however, you may need to present ideas in a different order if it makes sense to do so.
- Refer to your markings, summary statements, and any other comments you made as you craft your summary.
- Use accurate verbs such as defining, illustrating, or introducing to describe what an author is doing in a paragraph or section of text.
- Include important content and lesson-based vocabulary.
- Account for the main ideas in the text. We should include enough information so that someone who has not read the text would understand the main points.
- Use your own words and paraphrase when necessary. Ideas taken directly from the source should be properly quoted and cited.
- What we quote and how we quote it will depend on the actual discipline. For example, a science paper will have far fewer direct quotations than an English or social science paper. As a general rule, we should directly quote ideas that cannot be expressed accurately through paraphrasing or summarizing.
- Write objectively. Be sensitive to biases; avoid inaccurate interpretations or representations. We should express the ideas in the text fairly and accurately.
- Summaries should be read for clarity and accuracy.
- Summaries should not be more than one-fourth to one-third the length of the original text.
Sentence Starters

This section offers sentence starters that young writers could use to imitate the general writing features in college writing. The sentence starters could also be used to frame verbal responses during class discussions. General categories were used to organize the sentence starters.

Employing Metadiscourse

Writers are responsible for leading the reader through a text they have written and for telling the reader about their responses to what they are discussing. If you can use appropriate Metadiscourse, you will be able to read well and write good expository prose.

How do writers employ Metadiscourse? There are many ways. Using related vocabulary, paragraphing, and including text headings are a few. Other general examples are listed below:

1. Framing Metadiscourse (also called “Metacommentary”)

Language referring to major sections of a paper, including phrases or sentences that tell you what is going to happen in the text or what has already happened. They might be something like the following at the beginning of a paper:

- *This essay is organized in the following way:*
- *In what follows, I shall…*
- *This paper will…*
- *It is the intent of this paper to…*
- *The purposes of this research report are to discuss the methodology employed, present the results, and discuss the results in light of current theories.*

Phrases or sentences that refer to what has already happened in the text and what will come next. Here are possibilities:

- *So far, I have discussed Chua’s major claim. Now, I will turn to…*
- *The first part of this paper was devoted to Farmer’s early life. The second part will focus on his accomplishments.*
- *A third argument relates to…*
- *The most obvious objection to this is…*
- *One result of this is…*

Words, phrases, or sentences that mark the conclusion of a paper or section.

- *In conclusion (or in summary), it is important to note that…*
- *To sum up this section, I will…*
- *Finally, it should be argued that…*
- *Therefore, it can be concluded that…*
- *Hence, the stern advice…*
Investigating How Writers Use Paragraphs

While reading an expository text, take some time to investigate the work a paragraph is doing. Why should we be interested in this type of reading? Because studying how (and why) writers use paragraphs will help you make good decisions about the paragraphs you write. Complete the following activity for each paragraph you investigate.

Paragraph # ________

<table>
<thead>
<tr>
<th>What is the writer <em>saying</em> in this paragraph?</th>
<th>The writer is…</th>
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</thead>
<tbody>
<tr>
<td>What is this paragraph about?</td>
<td>• interpreting data</td>
</tr>
<tr>
<td></td>
<td>• summarizing research</td>
</tr>
<tr>
<td></td>
<td>• reflecting on a process</td>
</tr>
<tr>
<td></td>
<td>• listing data</td>
</tr>
<tr>
<td></td>
<td>• doing something else not listed here</td>
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<tr>
<td></td>
<td>(write your statement here)</td>
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</tbody>
</table>

What is the writer *doing* in the paragraph?

*Be sure to begin your statement with a verb. See the examples on the right.*

How is this paragraph working with the surrounding paragraphs?

*Is it supporting, illustrating, or developing an idea? Is the paragraph building from the previous paragraph, or is it introducing a new idea?*

How does the writer transition from one idea to the next?

*How is the writer guiding you through the different paragraphs?*
Reading Pictures, Images, Graphs and Other Visuals

In expository texts, authors will use pictures, images, graphs, or other visuals to...

- support a claim
- illustrate an idea
- clarify an idea
- represent data
- elicit an emotional response
- provide an example
- or represent various other ideas

Why should we be interested in how—and why—authors use visuals? Analyzing and interpreting a visual could increase your comprehension of the surrounding text. We should also study visuals to see how authors use them to communicate ideas or to persuade readers. Through the study of visuals, you will learn how to effectively incorporate visuals into the papers you write.

Using a text with one or more visuals, answer the questions below. The following questions will help you analyze, interpret, and evaluate the visuals in the text.

Title of Text: ___________________________ Author: ___________________________

1. Describe the visual on the lines below. What do you see?

________________________________________________________________________

________________________________________________________________________

2. Why is the author using this visual? How does this visual connect to what the author is saying in the text?

________________________________________________________________________

________________________________________________________________________

3. What would the author like to have happen to the reader as a result of using this visual?

________________________________________________________________________

________________________________________________________________________

4. What other visual could the author use in this text? Why would he or she want to use it?

________________________________________________________________________

________________________________________________________________________