

COMMON CORE FOCUS

RI 1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly. **RI 2** Identify a central idea of a text and analyze its development over the course of the text. **RI 3** Analyze how a text makes connections between individuals, ideas, or events. **RI 5** Analyze in detail the structure of a specific paragraph in a text. **RI 6** Determine an author's point of view or purpose in a text. **RI 8** Delineate and evaluate the argument and specific claims in a text.

Reading any text—whether it is a short story, poem, magazine article, newspaper, or Web page—requires the use of special strategies. For example, you might plot the events of a short story on a diagram, or use text features to spot main ideas in a magazine article. You might also need to identify patterns of organization in the text. Using such strategies can help you read different texts with ease and also help you understand what you're reading.

COMMON CORE

Included in this handbook:
RI 1, RI 2, RI 3, RI 5, RI 6, RI 8

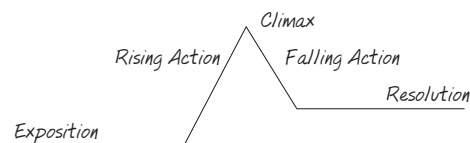
1 Reading Literary and Nonfiction Texts

Literary and Nonfiction texts include short stories, novels, poems, dramas, biographies, autobiographies, and essays. To appreciate and analyze literary and nonfiction texts, you will need to understand the characteristics of each type of text.

1.1 READING A SHORT STORY

Strategies for Reading

- Read the **title**. As you read the story, you may notice that the title has a special meaning.
- Keep track of **events** as they happen. Plot the events on a diagram like this one.

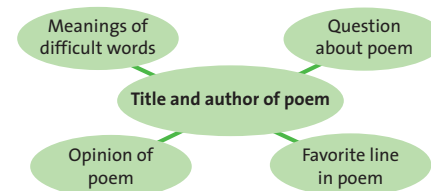


- From the details the writer provides, **visualize** the characters. **Predict** what they might do next.
- Look for specific adjectives that help you visualize the **setting**—the time and place in which events occur.

1.2 READING A POEM

Strategies for Reading

- Notice the **form** of the poem, or the number of its lines and their arrangement on the page.
- Read the poem aloud a few times. Listen for **rhyme** and **rhythm**.
- **Visualize** the images and comparisons.
- **Connect** with the poem by asking yourself what message the poet is trying to send.
- Create a word web or other **graphic organizer** to record your reactions and questions.



1.3 READING A PLAY

Strategies for Reading

- Read the stage directions to help you **visualize** the setting and characters.
- **Question** what the title means and why the playwright chose it.
- Identify the main conflict (struggle or problem) in the play. To **clarify** the conflict, make a chart that shows what the conflict is and how it is resolved.
- **Analyze** the characters. What do they want? How do they change during the play? You may want to make a chart that lists each character's name, appearance, and traits.

1.4 READING LITERARY NONFICTION

Strategies for Reading

- If you are reading a biography, an autobiography, or another type of biographical writing (such as a diary, a memoir, or letters), use a family tree or word web to keep track of the people mentioned.
- When reading an essay, **evaluate** the writer's ideas. Is there a clear main idea? Does the writer use appropriate details to support a main idea?

2 Reading Informational Texts: Text Features

An **informational text** is writing that provides factual information. Informational materials—such as chapters in textbooks and articles in magazines, encyclopedias, and newspapers—usually contain elements that help the reader recognize their purpose, organization, and key ideas. These elements are known as **text features**.

2.1 UNDERSTANDING TEXT FEATURES

Text features are design elements of a text that indicate its organizational structure or otherwise make its key ideas and information understandable. Text features include titles, headings, subheadings, boldface type, bulleted and numbered lists, and graphic aids, such as charts, graphs, illustrations, and photographs. Notice how the text features help you find key information on the textbook page shown.

- A** The **title** identifies the topic.
- B** A **subheading** indicates the start of a new topic or section and identifies the focus of that section.
- C** **Questions** may be used to focus your understanding of the text.
- D** A **bulleted list** shows items of equal importance.
- E** **Graphic aids**, such as illustrations, photographs, charts, diagrams, maps, and timelines, often make ideas in the text clearer.
- F** A **caption**, or the text that accompanies a graphic aid, gives information about the graphic aid that isn't necessarily obvious from the image itself.

A The title "The First Communities" identifies the topic.

B The subheading "Villages Around the World" indicates the focus of the section.

C The essential question "How did farming villages develop?" focuses the reader's understanding.

D The bulleted list under "TERMS & NAMES" shows items of equal importance: surplus, specialization, artisan, social class, and government.

E The photograph of a village is a graphic aid that makes the text clearer.

F The caption "Moroccan Village" provides information about the photograph.

Build on What You Know Do you live in the country, a small town, a city, or a suburb? In the distant past, simple farming villages developed, over hundreds of years, into more complex villages and eventually into cities.

Villages Around the World

ESSENTIAL QUESTION How did farming villages develop?

When villages prospered, they were able to support more people. Their populations grew. People's skills became more specialized. Village economies became more varied.

Surpluses Boost Development As agricultural techniques improved, farmers sometimes produced **surpluses**—more than what they needed to survive. For example, farmers might grow more grain than their families or village could use. The extra was an economic surplus. Surpluses in early farming villages were not limited to food. Surpluses also included materials for making cloth and other products. Sheep raisers, for example, may have had surplus wool. Surpluses of food and other materials in good seasons helped villages survive bad seasons.

Moroccan Village This modern village in the Atlas Mountains of Morocco in North Africa continues a way of life that has lasted for thousands of years.

PRACTICE AND APPLY

1. What is a surplus?
2. What facts do the photograph and caption add to the text?
3. What informational texts do you read outside of class? Why are they informational?

PRACTICE AND APPLY

ANSWERS

1. *more than what is needed to survive*
2. *The photograph shows the reader what a modern farming village in Morocco looks like, and the caption tells you that ancient farming villages probably didn't look much different.*
3. *Possible answers: newspapers, magazines, user's manuals—you read them because they give factual information about current events and can teach you how to use products*

2.2 USING TEXT FEATURES

You can use text features to locate information, to help you understand it, and to take notes. Just use the following strategies when you encounter informational text.

Strategies for Reading

- **Preview** the text by looking at the title, headings, and subheadings to get an idea of the main concepts and the way the text is organized.
- Before you begin reading the text more thoroughly, **skim** it—read it quickly—to get an overview.
- Read any **questions** that appear at the end of a lesson or chapter. Doing this will help you set a purpose for your reading.
- Turn subheadings into questions. Then use the text below the subheadings to answer the questions. Your answers will be a **summary** of the text.
- **Take notes** by turning headings and subheadings into main ideas. You might use a chart like the following.

The First Communities		Main heading
Villages	1. prosperity means growth	Subheading
Around the	2. specialized skills	
World	3. varied economies	

- As you read to locate particular facts or details, **scan** the text. Look for key words and phrases as you move slowly down the page.

2.3 TURNING TEXT HEADINGS INTO OUTLINE ENTRIES

After you have read a selection at least once, you can use text features to take notes in outline form. An outline can help you see relationships between ideas in a text and can reveal the logical order of ideas. The following outline shows how one student used text headings from the sample textbook page on page R3. Study the outline and use the strategies that follow to create an outline based on text features.

I. Villages Around the World	Main heading Roman-numeral entry
A. Surpluses	Subheading capital-letter entry
1. Lead to growth	
a. support more people	
b. specialized skills	
B.	Detail number entry
1.	
2.	

Strategies for Using Text Headings

- Preview the headings and subheadings in the text to get an idea of what different kinds there are and what their positions might be in an outline.
- Be consistent. Note that subheadings that are the same size and color should be used consistently in Roman-numeral or capital-letter entries in the outline. If you decide that a chapter heading should appear with a Roman numeral, then that's the level at which all other chapter headings should appear.
- Write the headings and subheadings that you will use as your Roman-numeral and capital-letter entries first. As you read, fill in numbered details from the text under the headings and subheadings in your outline.

PRACTICE AND APPLY

Reread “So You Want to be an Entomologist?” pages 894–895. Use text features in the selection to take notes in outline form.

Preview the subheadings in the text to get an idea of the different kinds. Write the headings and subheadings you are using as your Roman numeral and capital letter entries first. Then fill in the details.

2.4 GRAPHIC AIDS

Information is communicated not only with words but also with graphic aids. **Graphic aids** are visual representations of information. They can be charts, webs, diagrams, graphs, photographs, or other visual representations of information.

Graphic aids usually make complex information easier to understand. For that reason, graphic aids are often used to organize, simplify, and summarize information for easy reference.

Graphs

Graphs are used to illustrate statistical information. A **graph** is a drawing that shows the relative values of numerical quantities. Different kinds of graphs are used to show different numerical relationships.

Strategies for Reading

- A** Read the title.
- B** Find out what is being represented or measured.
- C** In a circle graph, compare the sizes of the parts.
- D** In a line graph, study the slant of the line. The steeper the line, the faster the rate of change.
- E** In a bar graph, compare the lengths of the bars.

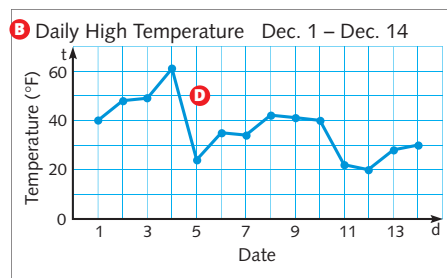
A **circle graph**, or **pie graph**, shows the relationships of parts to a whole. The entire circle equals 100 percent. The parts of the circle represent percentages of the whole.

MODEL: CIRCLE GRAPH



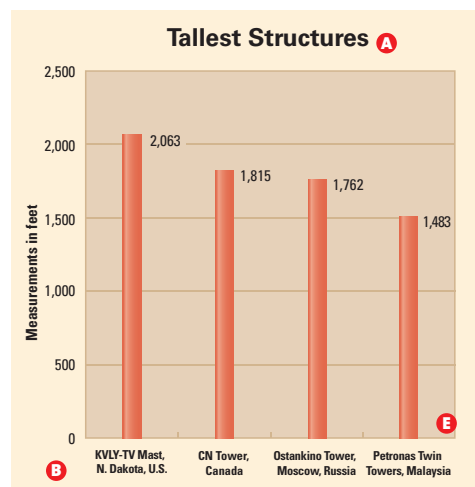
Line graphs show changes in numerical quantities over time and are effective in presenting trends such as changes in temperature. A line graph is made on a grid. Here, the vertical axis indicates degrees Fahrenheit, and the horizontal axis shows dates. Points on the graph indicate data. The line that connects the points highlights a trend or pattern.

MODEL: LINE GRAPH



In a **bar graph**, vertical or horizontal bars are used to show or compare categories of information, such as the heights of different buildings. The lengths of the bars in this case indicate height.

MODEL: BAR GRAPH



WATCH OUT! Evaluate carefully the information presented in graphs. For example, circle graphs show major factors and differences well but tend to reduce the importance of smaller factors and differences.

Diagrams

A **diagram** is a drawing that shows how something works or how its parts relate to one another.

A **picture diagram** is a picture or drawing of the subject being discussed.

Strategies for Reading

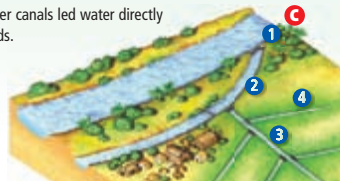
- A** Read the title.
- B** Read each label and look at the part it identifies.
- C** Follow any arrows or numbers that show the order of steps in a process, and read any captions.

MODEL: PICTURE DIAGRAM

A Ancient Irrigation

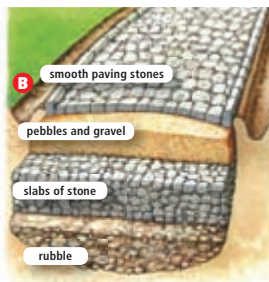
This model shows how an ancient irrigation system worked.

- 1** Gates controlled how much water flowed from the river.
- 2** Main canals led from the river. They sloped gently downward to keep the water flowing.
- 3** Medium-sized branch canals led away from the main canals.
- 4** Small feeder canals led water directly to the fields.



In a **schematic diagram**, lines, symbols, and words are used to help readers visualize processes or objects they cannot normally see. A **cutaway diagram** is a drawing or model of something with part of the outside removed, to show the inside.

MODEL: CUTAWAY DIAGRAM



A Roman Road Construction
Roman roads were constructed in layers. The average width of a road was 15 to 18 feet.
C

Charts and Tables

A **chart** presents information, shows a process, or makes comparisons, usually in rows or columns.

A **table** is a specific type of chart that presents a collection of facts in rows and columns and shows how the facts relate to one another.

Strategies for Reading

- A** Read the title to learn what information the chart or table covers.
- B** Study column headings and row labels to determine the categories of information presented.
- C** Look down columns and across rows to find specific information.

MODEL: CHART

The Domestication of Animals A		
Animal	Location	Use B
llama	South America	transport, meat
turkey	North America	meat
cattle	Europe, Asia, Africa	milk, meat
horse	Asia (southwest steppes)	transport C
dog	Asia (possibly China)	guarding, herding, hunting

MODEL: TABLE

Light Rail Meadowview Route Monday–Friday A.M. A			
Meadowview B	City College	Arden/ Del Paso	Watt/I-80
6:05	6:14	6:42	6:53
7:05	7:14	7:42	7:53
7:20	7:29 C	7:57	8:08
7:50	7:59	8:27	8:38
8:05	8:14	8:42	8:53
8:35	8:44	9:12	9:23
9:05	9:14	9:42	9:53
9:50	9:59	10:27	10:38
10:05	10:14	10:42	10:53
11:05	11:14	11:42	11:53

Maps

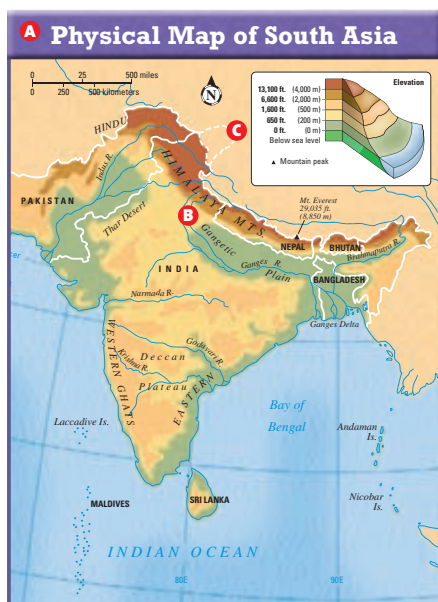
A **map** visually represents a geographic region, such as a state or country. It provides information about areas through lines, colors, shapes, and symbols. There are different kinds of maps.

- **Political maps** show political features, such as national borders.
- **Physical maps** show the landforms in areas.
- **Road or travel maps** show roads and highways.
- **Thematic maps** show information on a specific topic, such as climate, weather, or natural resources.

Strategies for Reading

- A** Read the title to find out what kind of map it is.
- B** Read the labels to get an overall sense of what the map shows.
- C** Look at the **key** or **legend** to find out what the symbols and colors on the map stand for.

MODEL: PHYSICAL MAP



MODEL: THEMATIC MAP



PRACTICE AND APPLY

1. According to the circle graph, how many days a week do most people exercise?
2. On which date was a temperature of 60° F recorded?
3. According to the bar graph, where is the world's tallest structure located?
4. How many kinds of canals were used in ancient irrigation?
5. What material formed the bottom layer of Roman roads?
6. According to the chart, which animal was domesticated in South America?
7. What time would you have to leave City College to get to the Watt/I-80 train station by 11:00?
8. What body of water is on the east coast of India?
9. What is the main economic activity of Afghanistan?

PRACTICE AND APPLY

ANSWERS

1. 1–2 days per week
2. December 4th
3. North Dakota, U.S.
4. three
5. rubble
6. llama
7. 10:14
8. Bay of Bengal
9. raising livestock

3 Reading Informational Texts: Patterns of Organization

Reading any type of writing is easier once you recognize how it is organized. Writers usually arrange ideas and information in ways that best help readers see how they are related. There are several common patterns of organization:

- main idea and supporting details
- chronological order
- cause-effect organization
- compare-and-contrast organization
- problem-solution organization

Writers also typically present arguments in ways that will help readers follow their reasoning.

*For more about deductive and inductive methods of organization, see **Analyzing Logic and Reasoning**, pages R22–R25.*

3.1 MAIN IDEA AND SUPPORTING DETAILS

Main idea and supporting details is a basic pattern of organization in which a central idea about a topic is supported by details. The **main idea** is the most important idea about a topic that a particular text or paragraph conveys. **Supporting details** are words, phrases, or sentences that tell more about the main idea. The main idea may be directly stated at the beginning and then followed by supporting details, or it may be merely implied by the supporting details. It may also be stated after it has been implied by supporting details.

Strategies for Reading

- To find a stated main idea in a paragraph, identify the paragraph's topic. The topic is what the paragraph is about and can usually be summed up in one or two words. The word, or synonyms of it, will usually appear throughout the paragraph. Headings and subheadings are also clues to the topics of paragraphs.
- Look for the topic sentence, or the sentence that states the most important idea the paragraph conveys. It is often the first sentence in a paragraph; however, it may appear at the end.

- To find an implied main idea, ask yourself: Whom or what did I just read about? What do the details suggest about the topic?
- Formulate a sentence stating this idea and add it to the paragraph. Does your sentence convey the main idea?

Notice how the main idea is expressed in each of the following models.

MODEL: MAIN IDEA AS THE FIRST SENTENCE

On the second day of the heat wave, the temperature soared to a sweltering 110 degrees. The sun melted the tar of the newly paved driveway. It was almost impossible to escape the fumes, which caused him to hold his nose and breathe through his mouth. The air felt like a wet blanket smothering his lungs. Each breath was a struggle.

Main idea

Supporting details

MODEL: MAIN IDEA AS THE LAST SENTENCE

His body tried to maintain a healthy temperature by producing large amounts of sweat. Because the air was so humid and there was no breeze, the sweat didn't evaporate and cool him at all. It just dripped unpleasantly, and he grew even hotter as he angrily tried to wipe it away. Despite losing all that water, he wasn't even thirsty. Though he didn't know it, he was in danger of becoming dehydrated.

Supporting details

Main idea

MODEL: IMPLIED MAIN IDEA

As he walked along the street looking for something to drink, he began to feel light-headed. He ignored the feeling for a few minutes, but then became so dizzy that he had to sit down. Soon he started to feel sick to his stomach. As he stretched out, he began to shiver. "How can I be cold when it's 110 degrees?" he wondered before he fainted.

Implied main idea:
He was dehydrated, which was a serious problem.

PRACTICE AND APPLY

Read each paragraph, and then do the following:

1. Identify the main idea in the paragraph, using one of the strategies discussed on the previous page. Tell whether it is stated or implied.
2. Evaluate the pattern of organization used in the paragraph. Does it express the main idea effectively?

The earthquake shook down in San Francisco hundreds of thousands of dollars' worth of walls and chimneys. But the conflagration that followed burned up hundreds of millions of dollars' worth of property. There is no estimating within hundreds of millions the actual damage wrought. Not in history has a modern imperial city been so completely destroyed. San Francisco is gone. Nothing remains of it but memories and a fringe of dwelling houses on its outskirts.

—Jack London, “The Story of an Eyewitness”

They never saw him. Now and then they heard whispered rumors to the effect that he was in the neighborhood. The woods were searched. The roads were watched. There was never anything to indicate his whereabouts. But a few days afterward, a goodly number of slaves would be gone from the plantation. Neither the master nor the overseer had heard or seen anything unusual in the quarter. Sometimes one or the other would vaguely remember having heard a whippoorwill call somewhere in the woods, close by, late at night. Though it was the wrong season for whippoorwills.

—Ann Petry, *Harriet Tubman: Conductor on the Underground Railroad*

3.2 CHRONOLOGICAL ORDER

Chronological order is the arrangement of events in the order in which they happen. This type of organization is used in many short stories and novels, historical writing, biographies, and autobiographies. To show the order of events,

writers use order words such as *after*, *next*, and *later* and time words and phrases that identify specific times of day, days of the week, and dates, such as *the next morning*, *Tuesday*, and *March 13, 2007*.

Strategies for Reading

- Scan the text for headings and subheadings that may indicate a chronological pattern of organization.
- Look for words and phrases that identify times, such as *in a year*, *three hours earlier*, *in A.D. 1066*, and *the next day*.
- Look for words that signal order, such as *first*, *afterward*, *then*, *during*, and *finally*, to see how events or steps are related.
- Note that a paragraph or passage in which ideas and information are arranged chronologically will have several words or phrases that indicate time order, not just one.
- Ask yourself: Are the events in the paragraph or passage presented in time order?

Notice the words and phrases that signal time order in the first two paragraphs of the following model.

MODEL

The Life of Jack London

Jack London was born in San Francisco, California, **in 1876**. His family was poor and moved frequently in search of work. **In 1881**, the family **began working on farms**. London's dislike of farming drew him to literature as a way “to get beyond the sky lines of my narrow California valley.”

The Londons were unlucky in farming. **When they lost their land**, they moved across the bay to Oakland. To help support his family, the 10-year-old London took his first job. **By the time he was 15**, he had quit school and was working long hours in a factory. London became a tough teenager who knew how to fight but who never lost his burning passion for books.

Time words and phrases

Events

PRACTICE AND APPLY

ANSWERS

1. *San Francisco has been destroyed by an earthquake—stated; A person helped slaves escape without being detected—unstated*
2. *cause-and-effect order; chronological order*

Living by the sea, London became fascinated by the ships that promised contact with faraway places. At the age of 17, he joined the *Sophia Sutherland* on a seal-hunting voyage to Japan. This trip provided material for his first short story, “Story of a Typhoon off the Coast of Japan,” for which he won first prize in a writing contest.

London then returned to California with a passion for travel. The next year, he “hopped a train” heading east and lived as a tramp. However, homelessness persuaded him to return to high school in Oakland. In 1896, with only one year of high school behind him, he passed the entrance exam for the University of California at Berkeley.

Unfortunately, London had to give up his university studies for lack of money. After working for a while in a laundry, he joined the rush north to Canada’s Klondike River in search of gold. Although London never struck it rich, his Klondike experiences inspired his later writing.

PRACTICE AND APPLY

Reread the preceding model and then do the following:

1. List three words or phrases in the last three paragraphs that indicate time or order.
2. Describe how London became interested in books.
3. Explain why he returned home after living as a tramp.

3.3 CAUSE-EFFECT ORGANIZATION

Cause-effect organization is a pattern of organization that shows causal relationships between events, ideas, and trends. Cause-effect relationships may be directly stated or merely implied by the order in which the information is presented. Writers often use the cause-effect pattern in historical and scientific writing. Cause-effect relationships may have several forms.

One cause with one effect

Cause ► Effect

One cause with multiple effects

Cause ► Effect

► Effect

Multiple causes with a single effect

Cause ►

Effect

Cause ►

A chain of causes and effects

Cause ►

Effect/Cause ►

Effect

Strategies for Reading

- Look for headings and subheadings that indicate a cause-effect pattern of organization, such as “Effects of Food Allergies.”
- To find the effect or effects, read to answer the question “What happened?”
- To find the cause or causes, read to answer the question “Why did it happen?”
- Look for words and phrases that help you identify specific relationships between events, such as *because, since, had the effect of, led to, as a result, resulted in, for that reason, due to, therefore, if... then, and consequently.*
- Look closely at each cause-effect relationship. Do not assume that because one event happened before another, the first event caused the second event.
- Use graphic organizers like the diagrams shown to record cause-effect relationships as you read.

Notice the words that signal causes and effects in the following model.

MODEL

We’re Destroying Our Rain Forests

According to a study done by Brazilian scientists, **nearly 5 million acres of rain forest are disappearing a year.** That’s equal to seven football fields a minute.

The **cause** of this destruction is simple—**cutting down trees.** Every minute, around 2,000 trees are felled to create highways, railroads, and farms. Some trees, such as mahogany and teak, are harvested for their beautiful hardwood.

Effect

Signal words

Cause

This destruction of the rain forests has wide-ranging effects on living things. About 30,000 plant species live in the Amazon rain forest alone. These plants provide important foods such as bananas, coffee, chocolate, and nuts, as well as medicinal compounds found nowhere else. Just four square miles of a rain forest shelters more than 550 species of birds, reptiles, and amphibians. Almost 100 species worldwide face extinction every day, many due to habitat loss in rainforests.

Rain forests also act as climate regulators, balancing the exchange of oxygen and carbon dioxide in the atmosphere and helping to offset global warming. The earth's well-being will suffer as a result of the rain forests' destruction.

It is crucial that steps be taken immediately to reduce the number of trees being cut down. If this destruction is not reversed, within 50 years, thriving rain forests will be no more than a memory.

PRACTICE AND APPLY

Refer to the preceding model to do the following:

1. Use one of the graphic organizers on page R10 to show the multiple effects of cutting down trees described in the model.
2. List three words or phrases used to signal cause and effect in the last four paragraphs.

3.4 COMPARE-AND-CONTRAST ORGANIZATION

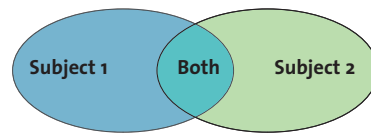
Compare-and-contrast organization is a pattern of organization that provides a way to look at similarities and differences in two or more subjects. A writer may use this pattern of organization to compare the important points or characteristics of two or more subjects. These points or characteristics are called **points of comparison**. There are two ways to develop compare-and-contrast organization:

Point-by-point organization—The writer discusses one point of comparison for both subjects, then goes on to the next point.

Subject-by-subject organization—The writer covers all points of comparison for one subject and then all points of comparison for the next subject.

Strategies for Reading

- Look in the text for headings, subheadings, and sentences that may suggest a compare-and-contrast pattern of organization, such as “Common Behaviors of Different Pets,” to help you identify where similarities and differences are addressed.
- To find similarities, look for words and phrases such as *like*, *all*, *both*, *every*, and *in the same way*.
- To find differences, look for words and phrases such as *unlike*, *but*, *on the other hand*, *more*, *less*, *in contrast*, and *however*.
- Use a graphic organizer, such as a Venn diagram or a compare-and-contrast chart, to record points of comparison and similarities and differences.



	Subject 1	Subject 2
Point 1		
Point 2		
Point 3		

As you read the following models, use the signal words and phrases to identify the similarities and differences between the subjects and how the details are organized in each text.

MODEL 1

Mr. Frank and Mr. Van Daan

Moving into a tiny apartment with people you have never met is a sure way to discover your differences. In the play *The Diary of Anne Frank*, Mr. Frank and Mr. Van Daan are in a similar situation, but have very different personalities, behaviors, and relationships with their families.

Both men are Jews living in Nazi-occupied Amsterdam during World War II. **Both** have children: Mr. Frank, two daughters; and Mr. Van Daan, a son. They try to hide

Subjects

Comparison words and phrases

PRACTICE AND APPLY

ANSWERS

1. *cause*—cutting down trees; *effect/(cause)*—destruction of rain forest; *effect 1*—extinction of plants and animals; *effect 2*—endangering Earth's well-being
2. *cause, effects, due to, as a result of*

their families from the Nazis in the same apartment.

Despite these similarities, there are many differences between the two men. First, they have nearly opposite personalities. Mr. Van Daan is very concerned with appearances and wears expensive clothes. He can be kind, but often loses his temper. He also has strong opinions about the roles of men and women. For example, he acts embarrassed that his son Peter likes his pet cat and disapproves of Anne's outspokenness. He tells her, "A man likes a girl who'll listen to him once in a while."

In contrast, Mr. Frank doesn't seem to care about material things. He always stays calm and has compassion for other people. Even when Mr. Van Daan is caught stealing food, Mr. Frank tries to understand the man's behavior. Mr. Frank's attitude about women differs from Mr. Van Daan's as well. Mr. Frank never criticizes Anne for being unladylike; instead, he encourages her to be herself. He gives her a diary because he knows she loves to write, and he is proud of her creativity when she makes Hanukkah presents for everyone. As Anne says about her father, "He's the only one who's ever given me the feeling that I have any sense."

The two men also respond differently to their situation. Mr. Van Daan is self-centered and believes he suffers more from hunger than the others. He even tries to take Anne's piece of cake. Mr. Frank, on the other hand, always puts the needs of others before his own. For example, he makes the newcomer, Dr. Dussel, feel welcome and gladly offers him food. He also risks his own safety to investigate when a robber enters the downstairs warehouse.

Mr. Frank and Mr. Van Daan relate differently with their families.

Comparison words and phrases

Subject

Contrast words and phrases

Subject

Contrast words and phrases

Although Mr. and Mrs. Van Daan are close, they quarrel often. Mr. Van Daan criticizes his son's slowness and threatens to get rid of his beloved cat. In contrast, Mr. Frank shows only love and respect for his wife and daughters. Even when he scolds Anne, he does it privately and gently. After Anne hurts her mother's feelings, Mr. Frank tells her that parents "can only try to set a good example. The rest you must do yourself."

The differences between Mr. Frank and Mr. Van Daan in *The Diary of Anne Frank* far outnumber their similarities. Mr. Van Daan's selfishness endangers both families, while Mr. Frank's compassion and consideration help them all make the best of a terrible situation.

MODEL 2

Two for Tea

Next to water, tea is the most popular drink worldwide. Served hot or iced, it comes in a variety of flavors to suit every taste. Yerba maté and green tea are two varieties that seem to suit the tastes of increasing numbers of people of all ages and nationalities.

Yerba maté is native to South America. Made from the dried leaves of the yerba maté tree, it is traditionally brewed in hollow gourds, which are themselves called *matés*. The gourd is filled three-quarters full with leaves, and they are then covered with hot water. When the leaves have completely absorbed the moisture, more water is added. The brewed tea is then drunk through a tube with a strainer at one end called a *bombilla*. Yerba maté is sometimes served with milk, sugar, or lemon juice to cut its slight bitterness.

Yerba maté is thought to offer many health benefits. It is loaded with antioxidants that may boost

Subjects

Comparison words and phrases

the immune system and help prevent cancer. It also seems to aid digestion.

Green tea, **on the other hand**, is native to China and was exported to Japan in about A.D. 800. **Unlike** yerba maté, green tea usually is brewed in teapots. Only about a teaspoonful of leaves is used per pot. The leaves are steeped for only around two minutes—much less than the soaking time for yerba maté. Green tea has a very mild taste and generally is served plain in ceramic cups so the delicate taste can be savored.

Like yerba maté, green tea **also** is beneficial to health. Similarly rich in antioxidants, it has been reputed to lower cholesterol and blood sugar and also to relieve the pain of arthritis. So, the next time you have tea for two, try one of these two popular drinks—yerba maté and green tea.

Contrast words and phrases

Comparison words and phrases

PRACTICE AND APPLY

Refer to the preceding models to do the following:

1. Find one similarity and one difference in the organization of these two models.
2. For each model, list three words or phrases that signal comparisons or contrasts.
3. Identify two points in each model that the writer compares or contrasts.
4. Make a Venn diagram or compare-and-contrast graphic to show the similarities and differences in one of the models.

3.5 PROBLEM-SOLUTION ORGANIZATION

Problem-solution organization is a pattern of organization in which a problem is stated and analyzed and then one or more solutions are proposed and examined. This pattern of organization is often used in persuasive writing, such as editorials or proposals.

Strategies for Reading

- Look for an explanation of the problem in the first or second paragraph.
- Look for words such as *problem* and *reason* that may signal an explanation of the problem.
- To find the solution, ask: What suggestion does the writer offer to solve the problem?
- Look for words such as *propose*, *conclude*, and *answer* that may signal a solution.

MODEL

Teachers, administrators, school board members, and parents have begun expressing concerns that the foreign language students aren't getting enough practice using their languages in conversation.

Students read dialogues from their textbooks and respond to questions. They also use the language lab to get more practice speaking the language. The facilities are limited, though, and have to be used after school, which conflicts with other activities. Also, the language lab doesn't give them real-life experience with using the new language to listen to others, either.

One solution to this problem would be to establish language tables in the lunchroom. Students taking a given language would eat lunch at a specific table one day a week. For that time, they would speak only the foreign language.

This plan has several advantages. First, it doesn't require any additional equipment, staff, or materials. Second, it wouldn't take time away from other classes or activities. Language students have to eat lunch just like everyone else, so why not make it an enjoyable learning experience?

Setting up language tables would let students supplement their language skills while nourishing their bodies. That's a recipe for success!

PRACTICE AND APPLY

Reread the model and then answer the following questions:

1. According to the model, what is the cause of the problem?
2. What solution does the writer offer? What words are a clue?

PRACTICE AND APPLY

ANSWERS

1. *The models are similar in that they both use compare-and-contrast organization, but they differ in their specific arrangement of similarities and differences. The first model uses point-by-point organization, while the second uses subject-by-subject organization.*
2. *Model 1—both, same, similarities, differences, in contrast, on the other hand, differently; Model 2—and, on the other hand, unlike, like, also*
3. *Model 1—personalities, behavior, family relationships; Model 2—country of origin, leaves, brewing methods, how drunk, what's added*
4. *Answers will vary. Possible graphic:*

Characteristic	Yerba maté	Green tea
Country of origin	South America	China
Brewing method	brewed in gourd, absorbs boiling water twice	brewed in teapot for 2 minutes
Served in	bombilla	ceramic cup
What's added	milk, sugar, lemon juice	nothing
Health benefits	antioxidants, aids digestion	antioxidants, lowers cholesterol and blood sugar, relieves arthritis pain

PRACTICE AND APPLY

ANSWERS

1. *Problem: Students have no opportunity to practice the foreign language they are studying. Cause: Facilities are limited and the language lab does not offer real-life experience using the new language.*
2. *Solution: Establish language tables in the lunchroom. Clues: "one solution to this problem," "several advantages"*

4 Reading Consumer, Public, and Workplace Documents

Informational texts can be grouped into three major categories: consumer, public, and workplace documents. In this section, you will learn strategies for reading these different kinds of texts. At the end of this section, you will also have the chance to use these texts to explain decisions and solve problems.

4.1 READING CONSUMER DOCUMENTS

Consumer documents are printed materials that accompany consumer products and services, such as product care tags, warranties, contracts, schedules, and assembly instructions. Take a moment now to familiarize yourself with the text features and information commonly found in these types of documents, using the strategies provided.

Strategies for Reading

- A** Look for the **product name**, which is usually in the largest type.
- B** Skim **subheadings** to identify the types of product facts you can find.
- C** Don't be swayed by appealing language in a product **description**. Focus on facts rather than feel-good phrases.
- D** A **warranty** explains the rules you must follow to get the item repaired or replaced for free.
- E** Always read the **fine print**. It often tells what the warranty won't cover or what will release the manufacturer from having to keep its promises.
- F** Before throwing anything away, read the warranty to find out what proof(s) of purchase you must provide to qualify for its protection. A **proof of purchase** is a document that verifies you paid for the item. It may be your receipt, a bar code from a box, or the product information tag.

MODEL: PRODUCT INFORMATION TAG

Student Traveler Luggage

A **Deluxe Carry-On**

C Inline skate wheels and a push-button locking handle make this carry-on sized upright easy to roll. It's spacious enough to use for a 2–3 day trip, weighs only 8.9 lbs, and is constructed of sturdy 1680-Denier ballistic nylon.

PRODUCT CODE
276URX01

DIMENSIONS
14 x 21 x 8.5 inches

B **COLOR**
Red Ribbon

PRICE
\$199⁰⁰

MODEL: WARRANTY

D GENERAL WARRANTY

If any part of your **Student Traveler Luggage** is ever broken or damaged, we will repair it free of charge if you send or bring it to an Authorized Repair Center.

To locate an Authorized Repair Center near you, call 888-555-TRAV or go to www.studenttravelerluggage.com.

NOTE: You must pay for shipping the bag to us, but we'll take care of the cost for its repair and return. Allow 2–3 weeks from your bag's date of arrival for its repair and safe return. **E**

EXCEPTIONS: Cosmetic damage and cleaning are not covered under this warranty. We are not responsible for the replacement of lost or stolen bags or their contents.

To qualify for our repair service, please supply the following items with your luggage:*

- Warranty certificate (this card) **F**
- Proof of purchase (original receipt or product information tag)

*Alternatively, to avoid having to provide paper documentation in the future, register your product online now. Just go to www.studenttravelerluggage.com, click on "activate warranty," and answer the prompts.

WARRANTY CODE 276URX-8A

- G** When reading a consent form or other **contract**, review all the **options** before picking one.
- H** Notice **write-on lines**, which are lines provided for signatures and handwritten information you may need to supply.
- I** To figure out what you need to put on a write-on line, look to its left for a question or a **noun phrase followed by a colon**. Also follow any instructions in parentheses.

4.2 READING PUBLIC DOCUMENTS

Public documents are texts written to provide information that is of interest or concern to the general public. Such documents include speeches, laws, government documents, and posted rules and regulations. For example, the following public document was issued by a school for its eighth grade field trip to Washington, D.C. Study this document, using the strategies provided.

Strategies for Reading

- A** Read the **heading** to see what the document is about.
- B** Regard each **numbered item** as important.
- C** Pay close attention to **verbs** describing actions you should or should not take.
- D** Pay close attention to **statements that identify the consequences** for breaking or failing to properly follow a rule.

MODEL: CONTRACT

PARENT/GUARDIAN CONSENT FORM

G I hereby **GRANT** permission for my child's photo to be used in school district materials and distributed to local newspapers.

____ I hereby **DO NOT GRANT** permission for my child's photo to be used in school district materials or to be distributed to local newspapers. (I understand this means photographs of my child in plays, athletic competitions, awards ceremonies, and recitals will not be included in promotional materials or in the local newspaper.)

Student's Name: (PLEASE PRINT) _____ **H**

Name of Parent/Guardian: (PLEASE PRINT) _____

Signature of Parent/Guardian: (PLEASE SIGN) _____

Date: **I** _____

PRACTICE AND APPLY

Use the three preceding consumer documents to do the following.

- Compare the product information tag and the warranty. What purpose and text features do they share? What else do they have in common?
- Contrast all three documents. What is unique about each document?

MODEL: RULES AND REGULATIONS

- A Trip Rules**
- B** Keep your itinerary with you at all times.
 - Arrive promptly for departures and report directly to your chaperone.
 - Answer promptly whenever a head count is taken.
 - When out touring, dress and behave with decorum. **C** Unacceptable clothing includes torn jeans, pants that fall 4 inches or more below one's natural waistline, skirts shorter than mid-thigh, tops that expose any part of the midriff, and T-shirts with hostile messages.
 - When out touring, do not wear shoes that might bother your feet, including flip flops, clogs, and high heels.
 - At the hotel, you are not permitted to order from room service or attach any electronic devices to the hotel television (leave your TV game stations at home).
 - By 10 p.m. you must be in your assigned hotel room for the night.
 - D** If you break the 10 p.m. curfew, you will be expelled from the trip.

PRACTICE AND APPLY

Refer to the preceding public document to answer the next questions.

- On this trip, would you wear a pair of flip flops to tour Washington, D.C.? Why or why not?
- What will happen if you are discovered in the hall after 10 p.m.?

PRACTICE AND APPLY

ANSWERS

- Both are written to inform consumers. Common text features include headings, different sizes of type, boldfaced type, and formats designed to make it easy for consumers to find precisely the kind of information they are searching for, whether that's the product's dimensions and price or how to locate an Authorized Repair Center. Both also contain codes that are presumably used only by the manufacturer.
- Answers will vary. Students might note that only the product tag contains a description, only the warranty has fine print, and only the consent form has write-on lines.

PRACTICE AND APPLY

ANSWERS

Possible answers:

- No, you would not wear flip flops to tour Washington, D.C., because according to trip rule #5, students are not permitted to wear them while touring.
- You will be expelled from the trip.

4.3 READING WORKPLACE DOCUMENTS

Workplace documents are texts produced or used within the workplace, such as memos, business letters, and company policy statements. You can become familiar with some of the conventions used in workplace documents by reading the following business letter, using the strategies provided.

Strategies for Reading

- A** Read the **heading** to find out when the letter was written and by whom.
- B** Read the **inside address** to identify the person for whom the letter is intended.
- C** Notice the **salutation**, or initial greeting. It is usually impersonal (as in “To Whom It May Concern”) or formal (as in “Dear”).
- D** As you read the **body of the letter**, notice what the sender wants the reader to know or do.
- E** Slow down when reading a **bulleted list**, which is meant to make complex information clearer. Every item on a bulleted list is of equal importance.
- F** In the **closing**, you can find the sender’s name, his or her position, and, sometimes, an e-mail address or other contact information.

PRACTICE AND APPLY

Refer to the business letter to answer the following questions.

1. Who is the sender of this letter, and what does he want?
2. By what method are submissions supposed to be made?

MODEL: BUSINESS LETTER

May 5, 2010 **A**

Jerry Meyers, Features Editor
Shady Grove Press
1154 Main Street
Shady Grove, VT 05064

Ms. Corinne Anderson **B**
Newgate Middle School
Shady Grove, VT 05064

Dear Ms. Anderson: **C**

Thank you for informing me of your eighth grade students’ upcoming trip to Washington, D.C. On behalf of Shady Grove Press, I would like to invite your students to submit feature articles about their trip for possible publication in our special “back to school” edition. **D**

We can only publish one student-written article, but the writer of that article will receive a byline (sorry, no cash payment). Interested students must follow these submission guidelines:

- Articles should be no longer than 750 words.
- E** • Lines must be double-spaced. Type must be 12 pt. Times Roman.
- Article should focus on descriptions of historic sites and personal thoughts about these sites.
- If photos are included, they must come with captions as well as the full names and phone numbers of all students appearing in them.
- All submissions must be made electronically (as e-mail attachments), to the e-mail address provided below *no later than June 15*.
- The writer’s contact information must be provided with the article.

I look forward to reading your students’ work.

Sincerely,

Jerry Meyers **F**

Jerry Meyers, Features Editor
jmeyers@shadygrovepress.com

PRACTICE AND APPLY

ANSWERS

1. *The sender of the letter is Jerry Meyers, the features editor of the Shady Grove Press. He wants the teacher to encourage students to submit articles to the newspaper about the class trip. He also wants to provide information, such as submission guidelines and what he will (and won’t) do for the student whose article is accepted.*
2. *Submissions should be made electronically, via e-mail.*

4.4 USING CONSUMER, PUBLIC, AND WORKPLACE DOCUMENTS TO EXPLAIN A DECISION OR SITUATION OR TO SOLVE A PROBLEM

The information you need to make decisions, handle situations, and solve problems can often be found in consumer, public, or workplace documents. For example, imagine that you are going on a class field trip to Washington, D.C. Use the preceding consumer, public, and workplace documents to tackle the following decisions, situations, and problems.

1. Use the notice from the airlines shown here and the product information tag on page R14 to determine whether you can use the Deluxe Carry-On manufactured by Student Traveler Luggage as your carry-on bag. Then share what you decide and explain how you reached your decision.

MODEL: AIRLINE REGULATIONS

CARRY-ON BAGGAGE

For travel worldwide on our airlines, you may carry on one bag and one personal item such as a purse, briefcase, or laptop computer.

- Carry-on bag dimensions should not exceed 9" x 14" x 22" (length x width x height) or 45 linear inches (the length, height, and width added together).
- A carry-on bag must fit under your seat or in an overhead bin.

If your carry-on item cannot be safely stowed on a particular flight, the item will have to travel as checked baggage.

2. What would you do if the zipper on your Deluxe Carry-On broke just 3½ weeks before your flight was scheduled to depart? To solve this problem, consult the warranty on page R14. Then explain your decision.
3. Review the consent form on page R15. What cannot happen if your parent or guardian chooses the second option on that contract?
4. Use the rules and regulations on page R15 to decide whether you would pack any of the following: a TV game station, torn jeans, a T-shirt printed with a controversial message that you use only as a pajama top. Share your decisions and your reasons for them.
5. Imagine that the letter on page R16 was sent to your teacher. Reread it to decide whether you would want to write an article for the paper. State your decision and note details from the letter that led you to make this choice.

ANSWERS

1. *The product from Student Traveler Luggage can be used as a carry-on bag because it fits within the limits given by airlines (9" x 14" x 22").*
2. *Answers will vary. Sample answer: Immediately ship or bring the bag to an Authorized Repair Center (found by calling the phone number on the warranty or going to the Web site). If shipping, pay for the shipping yourself, but first ask if they can return the bag to you before you leave on the trip.*
3. *If the second box is marked, your photo cannot be used in school district materials or given to local newspapers.*
4. *You should not pack a TV game station because it is not permitted according to the rules. You might pack torn jeans and a T-shirt with a controversial message that you use only as a pajama top because there is no rule against wearing torn jeans or such a T-shirt in your own hotel room. There is only a rule against wearing these items while out touring Washington, D.C.*
5. *Answers will vary—there is no right or wrong decision. Strong answers will use facts and other details from the letter to explain the choice made.*

5 Reading Technical Directions

Technical directions are a type of procedural text, or text that explains how to do something. Specifically, technical directions are detailed instructions for assembling or operating a product, such as a cell phone. They often can be found in manuals that accompany electronic devices.

Because you need to be able to follow technical directions precisely and locate information within them quickly, you may find it helpful to learn the following strategies for reading technical directions.

Strategies for Reading

- A** Look at the **heading** to find out the purpose of the document.
- B** Scan the **subheadings** to see what kinds of information are covered.
- C** **Examples** may be provided to help you with measurements or calculations.
- D** **Numbers** will show you the order in which steps should be followed or actions taken.
- E** As you read the steps, look for **key terms, codes, or parts**. These may be printed in capital letters to make them easier to spot.
- F** Study any diagrams closely, noticing **labels** that match terms, codes, or parts mentioned in the steps. Then review the steps to better visualize what you will need to do.

PRACTICE AND APPLY

Refer to the technical directions to answer the following questions.

1. What must you do before entering your stride length into the pedometer?
2. Is any information missing from the directions? Do they contain any unnecessary information?
3. How helpful is the diagram to your understanding of the directions?

MODEL: TECHNICAL DIRECTIONS FROM AN INSTRUCTION MANUAL

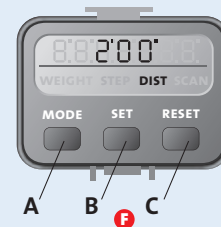
A Pedometer Instructions

Set Your Stride **B**

1. Measure your stride length by walking 10 steps, then dividing the total distance by 10.

C EXAMPLE: 20 ft ÷ 10 = 2 ft 00 in

2. Press the **MODE (A)** button until **DIST** is displayed on the screen.
- D** 3. Press the **SET (B)** button to enter your stride length. Keep pressing until the correct value is displayed.
4. To enter a new value later, press **RESET (C)** while the unit is in distance mode, then repeat step 3.



Set Your Weight

1. Press the **MODE (A)** button until **WEIGHT** is displayed.
2. Press the **SET (B)** button to enter your weight. Keep pressing until the correct value is displayed.
3. To enter a new value later, press **RESET (C)** while the unit is in weight mode, then repeat step 2.

Get Going

1. Clip the pedometer to your waist.
2. Press the **MODE (A)** button until **STEP** is displayed.
3. Press **RESET (C)** to reset the display to 0.
4. Close the case and start walking.

Review Your Data

After exercise, press the **MODE (A)** button until **SCAN** is displayed. The screen will show, in sequence:

- the number of steps taken
- the distance covered (in miles)
- the calories consumed (based on weight and distance)

PRACTICE AND APPLY

ANSWERS

1. You should first measure your stride length. Then press the **MODE** button until **DIST** (for distance) is displayed on the screen. Next, press the **SET** button to enter the number.
2. Answers will vary. Students should give reasons for why they think certain information is missing or unnecessary. Some students may say that it is not clear that “**DIST**” means the unit is in distance mode.
3. Most students will say the diagram makes it easier to understand the directions by showing where each of the buttons is located.

6 Reading Electronic Texts

Electronic text is any text that is in a form that a computer can store and display on a screen. Electronic text can be part of Web pages, CD-ROMs, search engines, and documents that you create with your computer software. Like books, Web pages often provide aids for finding information. However, each Web page is designed differently, and information is not in the same location on each page. It is important to know the functions of different parts of a Web page so that you can easily find the information you want.

Strategies for Reading

- A** Look at the **title** of a page to determine what topics it covers.
- B** For an online source, such as a Web page or search engine, note the **Web address**, known as a **URL** (Universal Resource Locator). You may want to make a note of it in case you need to return to the page later.
- C** Look for a **menu bar** along the top, bottom, or side of a Web page. Clicking on an item in a menu bar will take you to another part of the Web site.
- D** Notice any hyperlinks to related pages. **Hyperlinks** are often underlined or highlighted in a contrasting color. You can click on a hyperlink to get to another page—one that may or may not have been created by the same person or organization.
- E** For information that you want to keep for future reference, save documents on your computer or print them. For online sources, you can pull down the **Favorites** or **Bookmarks** menu and bookmark pages so that you can easily return to them. Printing the pages you need will allow you to highlight key ideas on a hard copy.

MODEL: WEB PAGE



PRACTICE AND APPLY

1. What is the URL of this Web page?
2. Which hyperlinks would you click on to find further information about the photograph?
3. How could you find information about subscribing to *National Geographic* magazine?

PRACTICE AND APPLY

ANSWERS

1. <http://www.nationalgeographic.org/>
2. You can click on the hyperlink marked "feature story."
3. You could go to the button marked "SUBSCRIBE" in the menu bar.

PRACTICE AND APPLY

ANSWER

Claim: *Hatchet is a good book to read.*

Reason: *It's an entertaining adventure story, teaches important survival skills, and shows how the main character changes.*

Evidence: *Brian learns to stay safe from wild animals, find food and water, build a fire without matches, and confront the dangers of the wilderness.*

Counterargument: *People may not like that the book is about an unusual and extreme situation, but it's really about facing and learning from whatever difficulties life brings.*

7 Reading Persuasive Texts

7.1 ANALYZING AN ARGUMENT

An **argument** expresses a position on an issue or problem and supports it with reasons and evidence. Being able to analyze and evaluate arguments will help you distinguish between claims you should accept and those you should not. A sound argument should appeal strictly to reason. However, arguments are often used in texts that also contain other types of persuasive devices. An argument includes the following elements:

- A **claim** is the writer's position on an issue or problem.
- **Support** is any material that serves to prove a claim. In an argument, support usually consists of reasons and evidence.
- **Reasons** are declarations made to justify an action, decision, or belief. For example: "My reason for walking so quickly is that I'm afraid I'll be late for class."
- **Evidence** consists of the specific references, quotations, facts, examples, and opinions that support a claim. Evidence may also consist of statistics, reports of personal experience, or the views of experts.
- A **counterargument** is an argument made to oppose another argument. A good argument anticipates the opposition's objections and provides counterarguments to disprove or answer them.

Claim	I need a larger allowance.
Reason	I don't have enough money to pay for my school lunches, fees, and transportation.
Evidence	I had to borrow money from my friend two weeks in a row to buy lunch.
Counterargument	My parents say I just need to budget my allowance better, but they don't realize what my expenses are.

PRACTICE AND APPLY

Read the following book review and use a chart like the one shown to identify the claim, reason, evidence, and counterargument.

Hatchet

Reviewed by Kristen Loos

What would you do if you suddenly found yourself in the middle of a wilderness with no one else around and only a hatchet to help you survive? That's what happens to Brian Robeson, a boy about my age, in Gary Paulsen's book *Hatchet*. Even if this sounds like a situation you'll never be in, *Hatchet* is worth reading for what it says about facing your fears.

After his parents get a divorce, Brian heads up to northern Canada to spend the summer with his dad. But the pilot flying the airplane has a heart attack, and Brian is forced to crash-land it by himself. From then on, he has to handle everything by himself.

From the beginning all the way to the end of the book, Brian faces big problems just to survive. He's a city kid, so he's used to opening up the refrigerator any time he wants to eat. Now, at the edge of the woods, he has to figure out things like how to be safe from wild animals and how to make a fire without matches. At first, he panics. He doesn't even know what to drink or how to find and prepare food. Even so, he doesn't give up.

One of the things I like about the book is how Brian changes. At first, he hopes he will be rescued very soon. He thinks he can hold out for a few days until his parents or a search party finds him. Then, when a plane flies over without seeing him, he realizes that he is really on his own. He learns to make tools to fish and hunt with and to depend on himself for everything he needs.

Some readers may not like the book because they think this is an unusual situation that most people will never have to face. I don't agree, though, because I think the real message is not just about being lost in the wilderness, but about bravely dealing with whatever challenges we face in our lives.

I'm not going to spoil the book for you by saying how it ends or whether Brian gets rescued. Read it yourself for an exciting adventure and some good lessons about surviving in the wilderness. I hope you enjoy it as much as I did.

7.2 RECOGNIZING PROPOSITION AND SUPPORT PATTERNS

To find an author's claim, support, and counterarguments, it's helpful to identify the author's method for making his or her case. Here are two ways writers often make their cases:

- **Proposition and Support** The writer presents a **proposition**, which is a claim that recommends a policy, and two or three reasons for accepting the policy. For example, "Cigarette smoking should be banned in public places because it's bad for people's health and smelly." Then the writer supports each reason with evidence.
- **Strawman** The writer presents a proposition. Instead of supporting it, though, he or she sums up the other side's position and disproves it. Once that "strawman" has been defeated, the writer declares his or her proposition the best or only option.

Writers usually reveal how they are going to present their cases in the first few paragraphs of their work. Study the following paragraph to see how it signals that the argument to come will use a proposition and support pattern.

MODEL

Have you wanted to ride your bike to school but been frightened off by the car traffic? If so, you're not alone. **The city should create bike lanes on busy streets** because it would make cycling **safer and easier.**

Proposition

Support

The next paragraph introduces an editorial in which the writer uses the strawman method.

MODEL

The city should create bike lanes on busy streets. Opponents of bike lanes will tell you that **such lanes are a waste of money because drivers just ignore them**, but that's not true.

proposition

supposed argument against proposition

PRACTICE AND APPLY

Now use the preceding models and instruction to help you identify the way in which the author of this next introduction plans to persuade her readers to adopt her proposition. Explain how you arrived at your conclusion.

Every neighborhood should have a community garden. If the people in our neighborhood all had the chance to grow their own fruits, flowers, and vegetables in side-by-side garden plots, they would eat better, feel better, and get along better. Of course, not everyone would participate, but those who did would reap the benefits!

7.3 RECOGNIZING PERSUASIVE TECHNIQUES

Persuasive texts typically rely on more than just the **logical appeal** of an argument to be convincing. They also rely on ethical and emotional appeals and other **persuasive techniques**—devices that can convince you to adopt a position or take an action.

Ethical appeals establish a writer's credibility and trustworthiness with an audience. When a writer links a claim to a widely accepted value, the writer not only gains moral support for that claim but also establishes himself or herself as a reputable, moral person readers can and should trust. For example, with the following appeal,

PRACTICE AND APPLY

ANSWER

The author uses a proposition and support method. The proposition is that every neighborhood should have a community garden. The support is that people who plant community gardens eat better, feel better, and get along better. Students will likely expect the author to continue by supporting these claims about people who plant community gardens.

the writer reminds readers of a value they should accept and suggests that if they share this value, then they should support the writer's position: "If you believe that all children deserve a good education, then vote for this legislation."

The chart shown here explains several other means by which a writer may attempt to sway you. Learn to recognize these techniques, and you are less likely to be influenced by them.

Persuasive Technique	Example
Bandwagon appeal Taps into people's desire to belong.	Join the millions of health-conscious people who drink Wonder Water!
Testimonial Relies on endorsements from well-known people or satisfied customers	Send your game over the top with Macon Ace—the racket designed and used by tennis legend Sonja Macon.
Snob appeal Taps into people's desire to be special or part of an elite group	The best deserve only the best—you deserve Beautiful Bubbles bath soap.
Appeals to pity, fear, or vanity Use strong feelings, rather than facts, to persuade	Why go unnoticed when Pretty Face can make you the center of attention?

Sometimes persuasive techniques are misused to create rhetorical fallacies. A **rhetorical fallacy** is writing or speech that is false or misleading. For example, an athlete who endorses a line of athletic shoes would be misleading the public if he or she wears a different kind of shoe in competitions.

PRACTICE AND APPLY

Identify the persuasive techniques used in this model.

A Dry Future?

One of the most talked-about books published this year is *Glass Half Empty*. This informative book paints a frightening picture of our dwindling water resources. In the next few decades, fresh drinking water may become more expensive and harder to find than gasoline! The author warns that competition for water will

cause nations to go to war with each other. Over 40 scientists have spoken in praise of the book. If you care about the planet, rush out and get a copy of *Glass Half Empty*.

7.4 ANALYZING LOGIC AND REASONING

While persuasive techniques may sway you to side with a writer, they should not be enough to convince you that an argument is sound. To determine the soundness of an argument, examine the argument's claim and support and the logic or reasoning that links them. Identifying the writer's mode of reasoning can help.

The Inductive Mode of Reasoning

When a person uses specific evidence to arrive at a generalization, that person is using **inductive reasoning**. Similarly, when a writer presents specific evidence first and then offers a generalization drawn from that evidence, the writer is making an **inductive argument**. Here is an example of inductive reasoning.

SPECIFIC EVIDENCE

Fact 1 Wind and water wear away rocks over time.

Fact 2 Earthquakes and volcanoes create immediate and drastic changes in the land.

Fact 3 The slow movement of the continents and spreading of the sea floor create new landforms.

GENERALIZATION

Natural forces continually change the surface of the earth.

Strategies for Determining the Soundness of Inductive Arguments

Ask yourself the following questions to evaluate an inductive argument:

- **Is the evidence valid and sufficient support for the conclusion?** Inaccurate facts lead to inaccurate conclusions.

PRACTICE AND APPLY

ANSWER

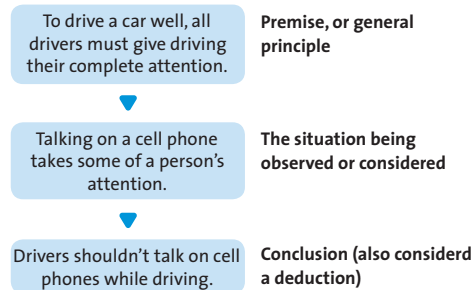
Possible answer:

- **Bandwagon appeal:** "One of the most talked-about books," "If you care about the planet, rush out and get a copy"
- **Testimonial/Appeal to authority:** "Over 40 scientists have spoken in praise of the book"
- **Appeal to fear:** "fresh drinking water may become more expensive and harder to find than gasoline!", "competition for water will cause nations to go to war with each other"

- **Does the conclusion follow logically from the evidence?** From the facts listed, the conclusion that Earth's core as well as its surface are constantly changing would be too broad.
- **Is the evidence drawn from a large enough sample?** These three facts are enough to support the claim. If you wanted to claim that these are the *only* forces that cause change, you would need more facts.

The Deductive Mode of Reasoning

When a person uses a **premise**, or general principle, to form a conclusion about a particular situation or problem, that person is using **deductive reasoning**. For example,



Similarly, a writer is making a **deductive argument** when he or she begins the argument with a claim that is based on a premise and then presents evidence to support the claim. For example, a writer might begin a deductive argument with the claim "Drivers should not talk on cell phones while they are driving."

Strategies for Determining the Soundness of Deductive Arguments

Ask yourself the following questions to evaluate a deductive argument:

- **Is the premise actually stated, or is it implied?** Writers often present deductive arguments without stating the premises. They just assume that readers will recognize and agree with the premises. So you may want to identify the premise for yourself.
- **Is the premise correct?** Don't assume it is true. Ask yourself whether it is really true.

- **Is the conclusion valid?** To be valid, a conclusion in a deductive argument must follow logically from the premise and the specific situation.

The following chart shows two conclusions drawn from the same premise.

All spiders have eight legs.	
Accurate Deduction	Inaccurate Deduction
The black widow is a spider, therefore it has eight legs.	An octopus has eight legs, therefore it is a spider.

An octopus has eight legs, but it belongs to a different category of animals than the spider.

Now, as you read the following model, pay attention to how the author arrives at her conclusion.

The other day when I was waiting at the stoplight on my bike, I noticed that the car in front of me was in the right lane and had its right turn signal on. Wouldn't you have assumed, just like I did, that the driver was going to turn right? Well, I was wrong, and you probably would've been, too. As soon as the light turned green, the car swerved across two lanes and turned left.

Then there was the surprise birthday party the neighborhood kids and I had for one of our friends. We'd managed to keep it a secret, so we all expected her to be really surprised and pleased. Instead, she was upset and embarrassed because she wasn't dressed properly for a party.

It's dangerous to make assumptions about how other people will act. I've learned that the hard way!

PRACTICE AND APPLY

Refer to the preceding model and instruction to do the following:

1. Identify the mode of reasoning used in the model.
2. In your own words, explain the difference between inductively and deductively organizing ideas.

PRACTICE AND APPLY

ANSWERS

1. *Inductive reasoning: the writer presents two pieces of evidence—**anecdotal examples about surprising reactions**—and generalizes from them that it is unwise to assume how people will act.*
2. *When you arrange ideas inductively, you present each one and add them all up to reach a generalization or conclusion about them. When you arrange ideas deductively, you start with your generalization, or premise, make a claim based on that generalization, and then present your ideas.*

Identifying Faulty Reasoning

Sometimes an argument at first appears to make sense but isn't valid because it is based on a fallacy. A **fallacy** is an error in logic. Learn to recognize these common fallacies.

TYPE OF FALLACY	DEFINITION	EXAMPLE
Circular reasoning	Supporting a statement by simply repeating it in different words	My mother is always busy because she has too much to do.
Either/or fallacy	A statement that suggests that there are only two choices available in a situation that really offers more than two options	Either I grow two inches this summer or I'll never make any friends at my new school.
Oversimplification	An explanation of a complex situation or problem as if it were much simpler than it is	All you have to do to get good grades is listen carefully in class.
Overgeneralization	A generalization that is too broad. You can often recognize overgeneralizations by the use of words such as <i>all, everyone, every time, anything, no one, and none.</i>	Nobody has as many chores as I do.
Hasty generalization	A conclusion drawn from too little evidence or from evidence that is biased	I sneezed after taking a bite of the salad, so I must be allergic to something in it.
Stereotyping	A dangerous type of overgeneralization. Stereotypes are broad statements about people on the basis of their gender, ethnicity, race, or political, social, professional, or religious group.	Artists are emotional and hard to get along with.
Attacking the person or name-calling	An attempt to discredit an idea by attacking the person or group associated with it. Candidates often engage in name-calling during political campaigns.	The senator only supports this bill because he is corrupt.
Evading the issue	Responding to an objection with arguments and evidence that do not address its central point	I forgot to get the milk, but dairy products are hard to digest anyway.
False cause	The mistake of assuming that because one event occurred after another event, the first event caused the second one to occur	It rained this afternoon because I left my umbrella at home.
Non sequitur	A conclusion that does not follow logically from the "proof" offered to support it	Mrs. Lewis will make Steve the baseball team captain. He is already the captain of the volleyball team.

PRACTICE AND APPLY

Look for examples of logical fallacies in the following argument. Identify each one and explain why you identified it as such.

Store clerks are so rude. A cashier was impatient with me in the supermarket the other day because I bought too much yogurt. They must train the employees to treat customers that way so more people will use the self-checkout lines. I need to budget more money for groceries.

7.5 EVALUATING PERSUASIVE TEXTS

Learning how to evaluate persuasive texts and identify bias will help you become more selective when doing research and also help you improve your own reasoning and arguing skills.

Strategies for Identifying Bias

Bias is an inclination for or against a particular opinion or viewpoint. A writer may reveal a strongly positive or negative bias on an issue by

- **presenting only one way** of looking at it
- **overlooking key information**
- **stacking more evidence on one side** of the argument than the other
- **using unfairly weighted evidence**, which is weak or unproven evidence that a writer treats as if it is more important than it really is
- **using loaded language**, which consists of words with strongly positive or negative connotations

EXAMPLE: *At the Village Star, we bring you up-to-the-minute news. That's why so many people read our paper.* (Someone who works for the paper is making the claim. *Up-to-the-minute* has very positive connotations. The writer also fails to mention important information: the paper is free.)

Strategies for Identifying Propaganda

Propaganda is any form of communication that is so distorted that it conveys false or misleading

information. Logical fallacies such as name-calling, the either/or fallacy, and false causes are often used in propaganda. The following example shows false cause. The writer uses one fact to support a particular point of view but does not reveal another fact that does not support that viewpoint.

EXAMPLE: *Since Jack Carter was elected mayor, unemployment has decreased by 25%.* (The writer does not mention that it was the previous mayor, not Jack Carter, who was responsible for bringing in the new factory that provides the extra jobs.)
For more information on logical fallacies, see *Identifying Faulty Reasoning*, page R24.

Strategies for Evaluating Evidence

It is important to have a set of standards by which you can evaluate persuasive texts. Use the questions below to help you critically assess facts and opinions that are presented as evidence.

- **Are the presented facts verifiable?** A **fact**, or **factual claim**, is a statement that can be proved by consulting a reliable source or doing research.
- **Are the presented opinions and commonplace assertions well informed?** An **opinion** is a statement of personal belief, feeling, or thought that does not require proof. A **commonplace assertion** is a statement that many people assume to be true but isn't necessarily so. When evaluating either type of statement, consider whether the author is knowledgeable about the topic and uses sound reasoning.
- **Is the evidence thorough and balanced?** Thorough evidence leaves no reasonable questions unanswered. Be alert to evidence that is weighted unfairly and contains loaded language or other signs of bias.
- **Is the evidence authoritative?** The people, groups, or organizations that provided the evidence should have credentials that support their authority.
- **Is it important that the evidence be current?** Where timeliness is crucial, as in the areas of medicine and technology, the evidence should reflect the latest developments in the areas.

PRACTICE AND APPLY

ANSWER

Stereotyping: "Store clerks are so rude."

Hasty generalization: "A cashier was impatient with me . . . because I bought too much yogurt."

Unsupported inference: "They must train the employees to treat customers that way so more people will use the self-checkout lines."

Non sequitur: "I need to budget more money for groceries."

PRACTICE AND APPLY

ANSWER

Possible answer:

Facts: “Our bodies need a well-balanced combination of protein, carbohydrates, fats, vitamins, minerals, and trace elements to function”; “The ingredients in Ultra Bars have been chosen in the perfect proportion”

Opinions: “they taste terrific”; “they aren’t just for athletes—ordinary people should carry these bars with them, too . . .”

Elements of Bias: Loaded language—“Ultra Bars are the tastiest and most efficient way . . .”

PRACTICE AND APPLY

ANSWER

Answers will vary. **Possible evaluations:**

The writer’s reasons make sense and are presented in logical order. The claim and reasons could be better supported (for example, he or she could provide figures on the exact costs of creating/maintaining the park, and the income from suggested activities). The argument adequately addresses and counters opposing views, but exhibits faulty logic:

- **overgeneralization:** “No one who cares . . .”
- **either-or fallacy:** “Without a park, we can’t ensure . . .”
- **circular reasoning:** “parks are easier to supervise, too, because it isn’t as hard to police them”

PRACTICE AND APPLY

Read the argument below. Identify the facts, opinions, and elements of bias.

Ultra Bars are the tastiest and most efficient way to get your daily requirement of important nutrients. Our bodies need a well-balanced combination of protein, carbohydrates, fats, vitamins, minerals, and trace elements to function most effectively and make us feel our best. The ingredients in Ultra Bars have been chosen in the perfect proportion to ensure you get the maximum benefit. Best of all, they taste terrific. And they aren’t just for athletes—ordinary people should carry these bars with them, too, for a quick boost throughout the day!

Strategies for Determining a Strong Argument

Make sure that all or most of the following statements are true:

- The argument presents a claim or controlling idea.
- The claim is connected to its support by a premise or generalization that most readers would readily agree with. Correct premise: *Doing your best will bring you personal pride.* Incorrect premise: *Doing your best will bring you success.*
- The reasons make sense.
- The reasons are presented in a logical and effective order.
- The claim and all reasons are adequately supported by sound evidence.
- The evidence is adequate, accurate, and appropriate.
- The logic is sound. There are no instances of faulty reasoning.
- The argument adequately anticipates and addresses readers’ concerns and counterclaims with counterarguments.

PRACTICE AND APPLY

Use the preceding criteria to evaluate the strength of the following proposal.

MODEL

Summary of Proposal

I propose that the city government create a park on the unused plot of land at the edge of town.

Need

We must preserve the natural beauty of the area for all to appreciate and enjoy.

Proposed Solution

The five-acre plot of land on the south side of town is now being considered for improvement.

Some people want to sell the land to a building developer. They say that doing this would be profitable for the town and also provide good housing for new residents.

It’s true that the town could make money by developing the land. A park could also be a source of income, however.

The park would generate income in a number of ways. It could charge a small admission fee for summer concerts and other events. It also could lease the space to neighboring communities for their gatherings and to local food concessions and special-interest groups.

The cost of creating and maintaining a park is less than what it would bring in. Community groups already have agreed to donate plants, provide volunteers to landscape and take care of the grounds, create gazebos, and install benches, water fountains, and trashcans.

Without a park, we can’t ensure the safety and health of our residents. It would have playgrounds and areas to bike, skate, picnic, and walk or jog. Unlike commercial and even residential buildings, parks do not encourage vandalism and graffiti. The chief of police has confirmed that parks are easier to supervise, too, because it isn’t as hard to police them.

No one who cares about our community could fail to see how important it is to create this park.

8 Adjusting Reading Rate to Purpose

You may need to change the way you read certain texts in order to understand what you read. To adjust the way you read, you first need to be aware of what you want to get out of the text. Then you can adjust the speed at which you read in response to your purpose and the difficulty of the material.

Determine Your Purpose for Reading

You read different types of materials for different purposes. You may read a novel for enjoyment. You may read a textbook unit to learn a new concept or to master the content for a test. When you read for enjoyment, you naturally read at a pace that is comfortable for you. When you read for information, you need to read more slowly and thoroughly. When you are being tested on material, you may think you have to read fast, especially if the test is being timed. However, you can actually increase your understanding of the material if you slow down.

Determine Your Reading Rate

The rate at which you read most comfortably is called your **independent reading level**. It is the rate that you use to read materials that you enjoy. To learn to adjust your reading rate to read materials for other purposes, you need to be aware of your independent reading level. You can figure out your reading level by following these steps:

1. Select a passage from a book or story you enjoy.
2. Have a friend or classmate time you as you begin reading the passage silently.
3. Read at the rate that is most comfortable for you.
4. Stop when your friend or classmate tells you one minute has passed.
5. Determine the number of words you read in that minute and write down the number.
6. Repeat the process at least two more times, using different passages.
7. Add the numbers and divide the sum by the number of times your friend timed you.

Reading Techniques for Informational Material

You can use the following techniques to adapt your reading for informational texts, to prepare for tests, and to better understand what you read:

- **Skimming** is reading quickly to get the general idea of a text. To skim, read only the title, headings, graphic aids, highlighted words, and first sentence of each paragraph. Also, read any introduction, conclusion, or summary. Skimming can be especially useful when taking a test. Before reading a passage, you can skim the questions that follow it in order to find out what is expected. This will help you focus on the important ideas in the text.

When researching a topic, skimming can help you decide whether a source has information related to your topic. This will save time.
- **Scanning** is reading quickly to find a specific piece of information, such as a fact or a definition. When you scan, your eyes sweep across a page, looking for key words that may lead you to the information you want. Use scanning to review for tests and to find answers to questions.
- **Changing pace** is speeding up or slowing down the rate at which you read parts of a particular text. When you come across explanations of familiar concepts, you might be able to speed up without misunderstanding them. When you encounter unfamiliar concepts or material presented in an unpredictable way, however, you may need to slow down to understand the information.

WATCH OUT! Reading too slowly can affect your ability to understand what you read. Make sure you aren't just reading one word at a time. Practice reading phrases.

PRACTICE AND APPLY

Find an article in a magazine or textbook. Skim the article. Then answer the following questions:

1. What did you notice about the organization of the article from skimming it?
2. What is the main idea of the article?