

# READING STRATEGIES



# PREPARATION

- Understand the context
- Intended audience
- Your previous knowledge about the topic
- Title, headnotes, biographical notes, publication information

## Reading and Rereading

First reading acquaints the reader with the overall message of the writer and offers ideas, information and arguments related to the topic.

Rereading is different from first reading as the reader has an idea of the author's message and can now look for author's purpose, means of achieving that purpose, pattern/s of organisation and literary devices used in the piece.

# ANNOTATING THE TEXT WITH MARGINAL NOTES

**What to annotate in a text:**

- a. Memorable statements or important points**
- b. Key terms or concepts**
- c. Central issues or themes**
- d. Examples that support a main point**
- e. Unfamiliar words**
- f. Questions about a point or passage**
- g. Your response to a specific point or passage**

# ANALYSIS AND EVALUATION OF THE TEXT WITH QUESTIONS

What is the main point or thesis of the text?

What is the author's purpose or why does the writer want to make this point?

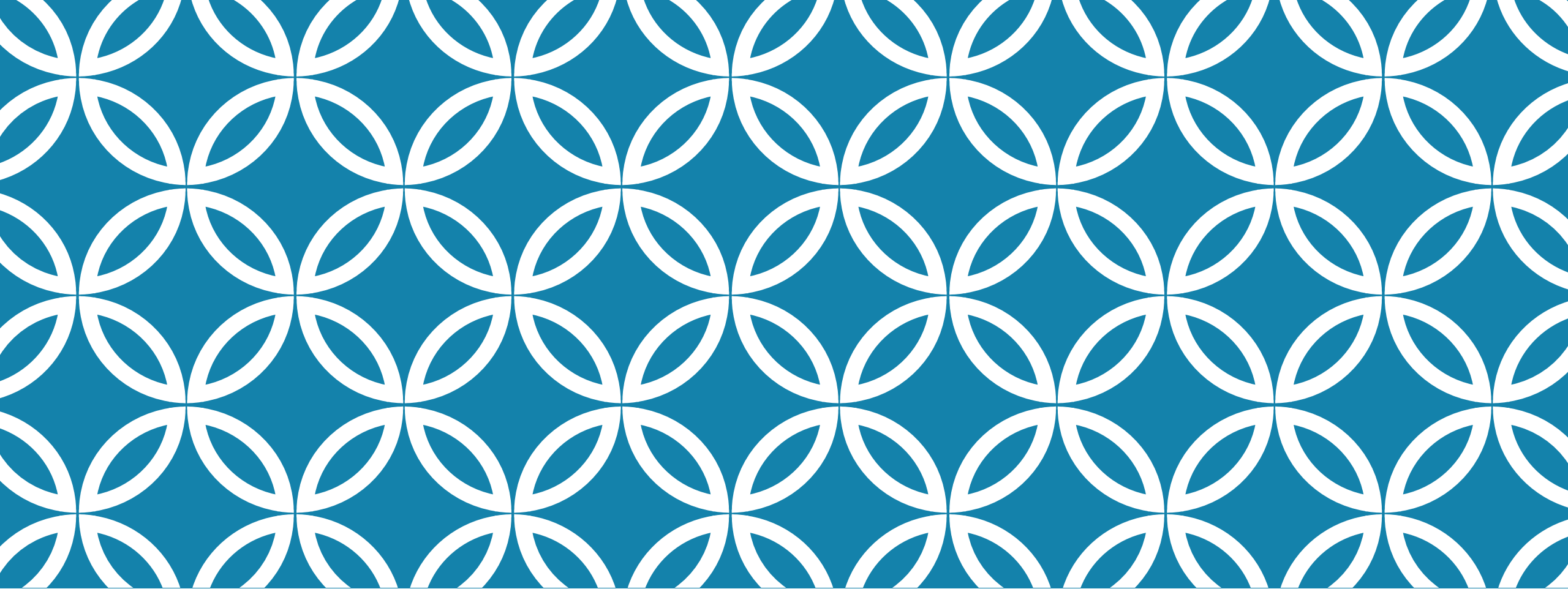
Does the writer take a position on the subject and adequately supports it?

Patterns of organization used by the author?

How does the pattern/s of development suit the subject and purpose of the writing?

Anything noteworthy in the pattern/s of development?

Clarity and Effectiveness of the essay?



PURPOSE  
TONE & STYLE |

# Persuade

Written to convince you change your thinking, spend money, support a cause, or offer a solution to a problem

## Examples

Advertisements

Commercials

Political Speeches

Opinion Editorials

Movie Or Book Reviews

# Inform

- Written to give information or describe something
- Authors use facts and reasons to get the point across
- **Examples**
- Textbooks
- News articles
- Informational Brochures
- Encyclopedias
- Schedules, charts, instructions

# Entertain

- Written to interest the reader, or appeal to emotions such as pleasure, sadness, anger, or humor
- **Examples**
- Fiction books and other stories
- Plays and movies
- Comic strips
- Video games
- Sports articles or programs

# QUESTION STEMS

short phrases or prompts that are used to formulate questions

## **Informative Purpose:**

- ☐ What is the primary goal of the author in....?
- ☐ How does the author aim to educate the reader about...?
- ☐ What information is the author trying to convey to the audience?
- ☐ In what ways does the author provide facts, data, or explanations to inform the reader?

## **Persuasive Purpose:**

- ☐ What argument or viewpoint is the author trying to promote?
- ☐ How does the author use language and evidence to convince the reader of a particular perspective?
- ☐ What emotional appeals or rhetorical strategies does the author employ to persuade the audience?
- ☐ What actions or beliefs does the author want the reader to adopt as a result of reading this?

## **Entertainment Purpose:**

- ☐ How does the author use storytelling, humor, or creativity to engage the reader?
- ☐ What elements of the writing contribute to its entertainment value?
- ☐ Is the author aiming to captivate the audience's attention or provide an enjoyable reading experience?

# PRACTICE

**Identify the author's purpose for each of the following types of text.**

- |  |                 |
|--|-----------------|
| 1. A song about a father's joy and love for his new baby girl.         | Answers         |
| 2. A political speech recommending that you support a tax increase.    | 1. to entertain |
| 3. A poster in the hall that encourages students to say no to drugs.   | 2. to persuade  |
| 4. A pamphlet in a doctor's office that explains the disease diabetes. | 3. to persuade  |
| 5. A funny essay   | 4. to inform    |
| 6. A news about COVID-19 vaccine                                       | 5. to entertain |
| 7. An article about the recent fashion trends                          | 6. to inform    |
| 8. A passage that provide historical background of a place             | 7. to inform    |
| 9. An article emphasizing a particular point of view                   | 8. to inform    |
|  | 9. to persuade  |



# KEY WORDS

## **Persuade**

Influence

Encourage

Convince

Prove

Urge

Sell

Inspire

Convert

Assure

## • **Inform**

• Understand

• Show

• Describe

• Educate

• Discuss

• Explain

• Teach

• Give information

• Illustrate

## • **Entertain**

• Tell

• Share an  
experience

• Relate

• Provide details

• Create

## IDENTIFY THE AUTHOR'S PURPOSE AND EXPLAIN YOUR CHOICE

A wave is any movement that carries energy. Some waves carry energy through water. Others carry energy through gases, like air, or solid materials. If you drop a rock into a pool of water, a wave, or ripple of energy, skims across the pool's surface. In the same way, an underwater earthquake can release energy into ocean water. Then it carries a giant wave, or tsunami, across the surface until it hits land. If you hear a clap of thunder, sound waves (or vibrations) have carried the crashing BOOM to your ears. Sound waves speed through the air at about 1,100 feet (335 meters) per second. Light also travels through the air in waves. They travel at more than 186,000 miles (300 million meters) per second. So the light waves from a flash of lightning reach your eyes before that clap of thunder reaches your ears! Electrons travel in waves, too. They move back and forth in a solid wire, sending waves of electricity so you can turn on a light during the storm!

## IDENTIFY THE AUTHOR'S PURPOSE AND EXPLAIN YOUR CHOICE

"Ah, university life, a roller coaster ride with textbooks for seat belts and a syllabus as your map, where the pursuit of knowledge comes with a side order of sleep deprivation ... it's like a daily scavenger hunt! Your mission: find an available power outlet during finals week. You'd think you're searching for hidden treasure with the way students light up when they stumble upon an empty seat near a plug. And let's talk about lectures. Professors seem to have a sixth sense for knowing when you've missed a reading. They'll call on you with a question that could stump even Google's algorithm. Suddenly, you're the deer in headlights, contemplating the mysteries of the universe when all you really wanted was to pass that pop quiz unscathed.

## **IDENTIFY THE AUTHOR'S PURPOSE AND EXPLAIN YOUR CHOICE**

Amidst the digital dazzle, lies a crucial choice: less screen time for our children. Why? Because childhood's true essence thrives beyond screens. It's in building sandcastles, exploring woods, and inventing games. By trimming screen hours, we nurture creativity, bolster social skills, and safeguard mental well-being. Let's gift them a childhood where eyes sparkle with curiosity, not screen-induced fatigue. It's a chance to shape healthier habits and forge genuine connections. In the end, every tick of the clock spent away from screens is a moment dedicated to fostering a brighter, more vibrant future for our kids.

# IDENTIFY THE AUTHOR'S PURPOSE AND EXPLAIN YOUR CHOICE

**1. What is the author's most important purpose for writing the selection?**

- a. to persuade readers to throw rocks into the water
- b. to entertain readers with the legend of Wally Wave
- c. to explain to readers how to use a surfboard to ride waves
- d. to inform readers about different kinds of waves

**2. Which question could best help someone figure out this author's purpose?**

- a. Did the author give me information?
- b. Did I learn how to make an electric light?
- c. Did the selection make me feel sad or scared?
- d. Did the author want me to wave?

**3. Which might also have been an author's purpose for this selection?**

- a. to teach readers why people wave at one another
- b. to inform readers about gravity and magnetic pull
- c. to persuade readers to study more about tsunamis
- d. to entertain readers with a little humor

# THE AUTHOR'S TONE?

**Tone** indicates the writer's attitude.

Often described by adjectives, such as: **cynical, depressed, sympathetic, cheerful, outraged, positive, angry, sarcastic, prayerful, ironic, solemn, vindictive, intense, excited.**

Tone is not an action.

It is an attitude.

Try saying, “**come here, Saad**” using the following tones:

- ☐ Commanding or bossy
- ☐ Secretive
- ☐ Loving
- ☐ Angry
- ☐ Excited
- ☐ Playful

# Tone is not explained or expressed directly

Tone is the **author's** own attitude toward the subject

Tone is different than “mood.”

Mood is the emotion the author wants the **readers** to feel while reading about the subject.

An authors' tone influences the story's' mood and atmosphere.

## Example

An author writes a horror story using a **serious** and **creepy** tone.

That tone helps create a **scary** atmosphere and a **nervous, frightened** mood for the readers.

# EXAMPLES

“The girl remembered little from the raid at Okeadan in which she had been captured. She knew her parents had been killed. She had no idea what had happened to her brothers and sisters. Much of what she had experienced had been so horrible that she had simply shut it out of her mind. . . .”

*At Her Majesty's Request*

## **Serious / solemn**

This author's serious **tone** inspires an atmosphere of tragedy. This leads to a **mood** of sadness, sympathy, and caring in

“When he realized he was still in one piece, he knew that at the very least he must be completely flat, with his face peering out of his own bottom and his brains leaking out of his ears. . . .”

*Toad Heaven*

## **Humorous**

This author's humorous tone inspires a comic atmosphere. This leads to a playful mood in the reader. (helps the reader identify with and care about the characters.)



“By nightfall on Monday, the center of the storm had barely moved, and icy winds of hurricane force swept across an area from Virginia up to nova scotia, Canada. The wind was so powerful that in liberty, New York, the local train station had its roof entirely ripped off ...”

*blizzard*

## Objective / impersonal

The author’s impersonal **tone** inspires a serious atmosphere, typical of nonfiction (such as news reports). The mood for this piece might be

“the next minute, Winn-Dixie looked like a furry bullet, shooting across the building, chasing that mouse. He was barking and his feet were skidding all over the polished pick-it-quick floor, and people were clapping and hollering and pointing. They really went wild when Winn-Dixie actually caught the mouse.” *Because of Winn-Dixie*

## Enthusiastic

The author’s enthusiastic tone inspires an active, lively atmosphere. The author hopes to influence the readers to be in an excited mood, anticipating more action

# EXAMPLES OF TONE WORDS

**Cautious**

**Humorous**

**Affectionate**

**Hostile**

**Critical**

**Objective**

**Personal**

**Violent**

- **Solemn / serious**
- **Sarcastic**
- **Disapproving**
- **Enthusiastic**
- **Desperate**
- **Pleading**
- **Indifferent**

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# WRITING STYLE

## 1. Formal (sophisticated)

- less personal than informal language.
- used in writing for professional or academic purposes
- does not use colloquialisms, contractions or first person pronouns

## 2. Informal (casual)

- language is casual and spontaneous.
- used when communicating with friends or family in writing or in conversation.
- used when writing personal emails and text messages
- tone is personal than formal language

**Author's style** is the way he/she uses words to make ideas come alive on the page.

style techniques:

- **Word choice**
- **Sentence arrangement**
- **Sentence structure,**

all work together to establish the meaning in the text influencing how we interpret the information presented.

- Consider the following sentences:
  - He's passed away.
  - He's sleeping with the fishes.
  - He died.
  - He's gone to meet his maker.
  - He kicked the bucket.
- The version of the sentence a writer chooses tells us about the situation, the speaker, and the person being spoken to (the audience).

# Formal vs. Informal Writing

## 1. Contractions

- I: The improvements **can't** be introduced due to funding restrictions.
- F: Improvements cannot be introduced due to funding restrictions.
- I: I **don't** believe that the results are accurate.
- F: The results are not believed to be accurate.

## 2. Phrasal verbs

- I: The balloon was **blown up** for the experiment.
- F: The balloon was **inflated** for the experiment.
- I: The patient **got over** his illness.
- F: The patient **recovered** from his illness.

## 3. Slang/Colloquialism

- I: It was raining **cats and dogs**.
- F: It was raining **very heavily**.
- I: Lecturers still **count on** students to use correct grammar and punctuation in essays.
- F: Lecturers **expect** students to use correct grammar and punctuation in essays.

# Formal vs. Informal Writing

## 4. First person pronouns

- I: I considered various research methods for the study.
- F: Various research methods were considered for the study.
- I: We believe the practice is unsustainable.
- F: It is believed the practice is unsustainable.

## 5. Acronyms

- TAFE          Technical and Further Education
- ANZAC       Australian and New Zealand Army Corps
- QANTAS      Queensland and Northern Territory Aerial Services

## 6. Initialisms

- UTS           University of Technology Sydney
- ISO           International Standards Organization
- OECD        Organization for Economic Cooperation and Development

# FORMAL VS. INFORMAL WRITING

Formal Writing Style The tone is polite, but impersonal

Informal Writing Style The tone is more personal

Examples:

Formal

- To Whom it May Concern,
- Many people enjoy amusement parks.
- Studies show many people spend too much time on the computer.

Informal

- Dear Grandma,
- You like amusement parks, right?
- Do you spend too much time on the computer like many people do?



## How would you describe this author's writing style?

Donovan and Larry were early for baseball practice. They decided to run up and down the bleachers to exercise before the rest of the team arrived. Larry was first to the top. He whispered to Donovan, "look over there." He pointed to a man sleeping on the highest, narrow bench of the bleachers. His pants and shirt were faded, worn, and too large for his thin frame. One big toe stuck out of a huge hole in his sock. His scraped-up shoes sat a few feet away. Donovan whispered, "we should help him out. Let's hide something good in his shoes. Then, when he wakes up, he will have a nice surprise."

### **Style-**

Informal

### **Evidence**

Use Of Dialogue Between Characters-  
word choice: One big toe stuck out-  
scraped-up

**Tone:** compassionate/sympathetic

**Evidence:** help him out - hide  
something good- have a nice surprise

### **Purpose-**

Entertain

### **Evidence**

The writer is telling A story/experience  
using descriptive details