

Expository Texts

Suppose you want to find the score from last night's baseball game between your favorite team and a rival? Where would you look? Suppose you needed to complete an assignment on the latest discovery in stem-cell research? What would be the best source to read? Suppose you needed to study for a US history test? What source would you use? In all these instances, you are looking for factual information. Expository writing is factual writing that communicates knowledge. The expository writer's job is to explain information clearly.

Expository texts include magazine articles you read for fun, textbooks you read for information, and technical texts you need for job training. Magazine and newspaper articles and textbooks are the most common kinds of expository texts. Technical texts provide specialized information for a particular group of people. Using the tips given in this chapter for the various types of expository texts will help you become a more effective reader of the sources of information you come across each day.

In this chapter you will study these topics:

2. 1 Textbooks and Other Educational Materials

Books that are used for the study of a particular subject—history, math, science, literature, languages—are textbooks. They can help you gain a thorough understanding of a particular subject area. Learn how headings, subheadings, captions, and graphics are useful when you are analyzing information.

2. 2 Magazine and Newspaper Articles

Do you read a daily or weekly newspaper so you stay informed about current events? Newspaper and magazine articles provide up-to-date information. They are designed to catch and hold your interest. These articles vary widely—from human-interest stories and sports analysis to political reports and entertainment reviews.

2. 3 Technical Texts

Have you ever read instructions that helped you use your computer, TV, or mobile phone? Technical texts provide the information you need to perform a specific procedure or to learn how a process works. Learning how to read technical texts will make using these texts more effective.

Goal Setting

Why is it important to know how to read expository texts?

To help you set goals for learning as you study this chapter, use this checklist as you read the material in each lesson.

EH What does the title tell me about the general topic?

D Is the opening paragraph interesting?

- ☐ Are explanations accurate, complete, and clear?
- ☐ Do the visuals provide useful additional information?
- ☐ Is the information presented in a logical order?

Does each paragraph have a main idea? Do all the details support the main idea?

- ☐ Does the passage have an introduction, a body, and a conclusion?

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Textbooks and Other Educational Materials

Lesson Objectives

You will be able to

- Identify the stated main idea
- Gain information from textbooks and other educational material

Skills

- **Core Skill:** Analyze Visual Information
- **Reading Skill:** Summarize Text

Vocabulary

classify
details
main idea
stated
survey
topic sentence

KEY CONCEPT: Textbooks and other educational materials are instructional texts used in mathematics, science, social studies, and other fields of study.

In almost every class you have ever taken, you have probably had a textbook. At first glance, a textbook can seem a little intimidating. After all, it's usually bigger, thicker, and heavier than books you read for fun. Once you know some strategies for reading textbooks, you will have the confidence to start learning about a new topic.

Educational Materials

Textbooks, encyclopedias, reference books, technical manuals, and educational websites present information about a variety of topics. These are usually considered reliable sources. This means that someone has checked that every fact is true. The information is presented without bias, and the reader can easily determine who is responsible for the content. However, it is important to check the publishing dates of these materials, since the date of publication can affect the accuracy of some facts.

Most printed books are divided into chapters. Because the purpose of these materials is to give information, they often include special features to help readers locate information. Many educational websites have the same features.

- Titles and headings give show the topic of a section.
- Important words and vocabulary words are often written in **boldfaced** type.
- Graphs, tables, charts, illustrations, and photographs present information in a visual way.

Here is a basic strategy for reading educational materials. It is called **SQ3R**.

Survey Before you read, **survey** (scan) titles, headings, and boldfaced words.

Question As you read, ask yourself questions about what you are reading. For example, you might ask yourself, "What is the main idea?" By turning titles and subtitles into questions, these headings can help you find the main idea. For instance, this section is titled "Educational Materials." Turn that heading into a question by asking yourself, "What are examples of educational materials?"

Read Read to find important ideas and facts. Focus on finding answers to the questions you wrote.

Recite Write or say aloud the answers to your questions as you find them.

Review Go back and look again at main ideas, important supporting details, and key concepts.

FIND MAIN IDEA AND DETAILS

Books, chapters, and paragraphs all have a **main idea**. The main idea is what the book, chapter, or paragraph is mostly about.

Many times, main ideas are directly **stated**. The reader can find the main idea directly in the text. Stated main ideas often appear as the **topic sentence** in a paragraph. The topic sentence can appear anywhere in the paragraph, but it is usually the first or last sentence of the paragraph. Stated main ideas are supported by **details**, which give more information about the main idea.

Read the following passage from a textbook. Find the stated main idea.

A number of developments took place that made the 1400s the right time for the global age to begin. The first development, or influence, was the Crusades. Large numbers of Europeans went to the Holy Land to fight the Muslims. Their travels showed them the marvels of other places. When they returned home, they told stories of what they had seen. The ships that returned from the Holy Land carried luxury goods like spices and silks. These goods were sold in European markets. Marco Polo's journal also told Europeans about life outside Europe.

—Excerpted from *Contemporary's World History*

The main idea of this paragraph is stated in sentence 1: "A number of developments took place that made the 1400s the right time for the global age to begin." Sentences 2 through 5 give more information about what happened in the 1400s.

21st Century Skill Global Awareness

With the Internet, it is possible to access materials from all around the world. It is easy to read, watch, and listen to educational materials such as textbooks, newspaper and magazine articles, radio and television programs, and nonfiction books from almost every country.

A global perspective can provide different points of view and a unique focus on both familiar and unfamiliar topics.

Use a search engine to find an Internet newspaper article about a country you are interested in. In a notebook, record the name of the article, the name of the newspaper, and the date of the article. Then write the main idea of the article.



THINK ABOUT READING

Directions: Number the steps for reading educational materials in the order in which you would do them.

- _____ Ask yourself questions.
- _____ Write answers to your questions.
- _____ Scan titles, headings, and boldfaced words.
- _____ Read for facts and ideas.
- _____ Look again at main ideas, details, and concepts.

Reading Skill

Summarize Text

When you summarize a text, you retell the main ideas in your own words. A good summary includes the main idea and the most important details.

The main idea is often stated in a topic sentence. Headings and titles give a clue to the main idea. The sentences that follow a stated main idea provide supporting details. Use your judgment to determine the most important details to include in a summary.

After reading the selection on this page, summarize the selection. In a notebook, write the main idea. Then restate the important supporting details in your own words.

Directions: Use the SQ3R strategy as you read the following excerpt from an online resource about China. As you read, identify the main idea and supporting details of the passage.



Filial piety governed life in the extended family.

The Importance of Family in China

The family was the basic unit of Chinese society and the most important unit. Each family member had a duty and a responsibility to every other family member. This duty was known as **filial piety**. It governed the relationships among family members. Sons and daughters were to obey their parents. Parents were to obey their parents.

All family members were to obey the oldest male of the family. He was the head of the **extended family**. An extended family contains all the related members of a family—grandparents, parents, children, aunts, uncles, and cousins. The oldest male member of an extended Chinese family might have been a great-great-grandfather.

THINK ABOUT READING

Directions: Answer the following questions.

1. Survey the text. Which two terms will be important for you to understand?

2. Write one question based on the heading.

3. Put a check next to the sentence that states the main idea of the first paragraph.
☐ This duty was known as filial piety.
☐ Parents were to obey their parents.
☐ The family was the basic unit of Chinese society and the most important unit.

Directions: Read this excerpt from a textbook on Egyptian society and summarize the information presented in the chart.

Egyptian Society and Daily Life

At the top of Egyptian society was the pharaoh and other members of the royal family. Next came the upper class of priests and nobles. The priests took care of the temples and celebrated religious ceremonies. The nobles oversaw the government. The ruling, or upper, class was small in number.

The middle class was slightly larger. It was made up of merchants, craftworkers, scribes, and tax collectors. The **scribes** used **hieroglyphics** to keep records. This was the writing system that the ancient Egyptians developed.

The largest class of people were peasant farmers. Land belonged to the pharaoh who gave some of it to the nobles and priests. The farmers worked the fields for the upper class. They also maintained the irrigation systems. Both men and women worked in the fields. The women were also responsible for taking care of the home and the children. During nonfarming seasons, farmers worked on the pharaoh's building projects. Slaves were the lowest social class, below the peasants.



Hieroglyphics was an early form of Egyptian writing.

Achievements of the Ancient Egyptians

Some concepts (general ideas), such as writing, did not develop in one region and spread to other world regions. Often a concept developed independently in different parts of the ancient world.

Inventions	Concepts
<ul style="list-style-type: none"> • papyrus, a paper-like material • mummification • medical advances, such as surgery and the use of splints for broken bones • copper, bronze, and gold work 	<ul style="list-style-type: none"> • hieroglyphic writing • geometry concepts for measurement • calendar of 12 months, each containing 30 days with 5 days at the end

THINKING ABOUT READING

Directions: Answer the questions in the space provided.

1. What is the topic of this passage?

2. What are two important words from this section of the text? How do you know?

Core Skill Analyze Visual Information

Tables and charts present information in a visual way. They put ideas and data side-by-side so you can classify, or arrange, important ideas or numbers and compare and contrast them. To understand a table or a chart, follow these steps:

- First, read the title. This will tell you what the table or chart is about.
- Then, read from left to right across the first row to learn what people, places, or events are being described.
- Finally, read down the first column to see what information is given about the people, places, or events.

Look at the table on this page about the achievements of ancient Egyptians. In a notebook, write the names of the two categories of things that are being described.

WRITE TO LEARN

Scan, or survey, the text on Egyptian society on this page. Look for special features of textbooks that help readers locate information.

In a notebook, list those text features and explain how they helped you understand the information in the text.

Vocabulary Review

Directions: Match these words with their definitions.

- | | |
|-------------------------|--------------------------------------------|
| 1. _____ details | A. something that is said directly |
| 2. _____ main idea | B. a statement that gives the main idea |
| 3. _____ stated | C. more specific information about a topic |
| 4. _____ survey | D. the most important idea |
| 5. _____ topic sentence | E. scan |

Skill Review

Directions: Read the passage below from an online encyclopedia. Answer the questions.

Religion of the Byzantine Empire

Just as there were political tensions between the capitals of Rome and Constantinople, disagreements over religion also occurred. Two groups formed within the Christian Church, and they argued over beliefs and practices. Some of these, such as whether a priest should have a beard, do not seem important to us now.

There was also a disagreement about the power of Rome over the Eastern churches. The pope claimed to rule over all Christian churches. Not surprisingly, the head of the Church at Constantinople, who is called a patriarch, disagreed. In 1054, the pope and the patriarch broke their relationship. This was known as the Great Schism. The Eastern church became known as the Eastern Orthodox Church. The Western church became the Roman Catholic Church. The split continues to this day.

1. After reading the title of this section, what topic would you expect to read about?

2. Look at the first paragraph. Underline the sentence that states the main idea.

3. What is the main idea of the second paragraph?

- A. The Eastern church became known as the Eastern Orthodox Church.
- B. The pope claimed to rule over all Christian churches.
- C. The Western church became the Roman Catholic Church.
- D. There was also a disagreement about the power of Rome over the Eastern churches.,

Skill Review (continued)

Directions: Look at the following table from a cultural guidebook to India. Then answer the questions that follow.

FIVE MAJOR CATEGORIES OF ARYAN SOCIETY

Caste*	Members	Work
Brahman	<ul style="list-style-type: none">• priests• highest caste and smallest in number	<ul style="list-style-type: none">• oversaw religious ceremonies
Kshatriya	<ul style="list-style-type: none">• warriors	<ul style="list-style-type: none">• defended kingdom
Vaishya	<ul style="list-style-type: none">• commoners, or ordinary people	<ul style="list-style-type: none">• mostly farmers and merchants
Sudra	<ul style="list-style-type: none">• largest group of people• non-Aryans	<ul style="list-style-type: none">• earned a living by doing farm work and other manual labor
Untouchable	<ul style="list-style-type: none">• outside the caste system• about 5 percent of the people	<ul style="list-style-type: none">• did jobs no one else would do, such as garbage collecting• lived separate from others

***caste:** a social group

4. What three things does the table show about Aryan society?

5. According to the table, what are the castes in Aryan society?

6. Which caste was ranked the highest?

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 through 4 refer to the following textbook excerpt and the chart.

Hammurabi, Ruler of Babylon

In 1792 BC, Hammurabi decided to create an empire. He was the ruler of Babylon, a city-state in Sumer. He and his army set out to unite Mesopotamia under his rule. He succeeded in taking over much of central and southern Mesopotamia. Many other kings attempted to control parts of Mesopotamia before and after Hammurabi. He is remembered, however, because of his code of laws.

Hammurabi was the first ruler to **codify**, or bring together, a set of laws. He did not write the laws. He gathered them from many parts of his empire. The 282 laws were then carved on stone pillars and placed throughout the Empire. By reading the laws, Hammurabi's subjects knew what was lawful and what was not.

The laws set up a strict system of justice. Those who broke the law were punished. Often the punishment was severe. Punishments were worse for public officials and wealthy men than for peasants. The laws also regulated marriage and the family. Every marriage was governed by a marriage contract. Fathers had absolute rule over the family. Women had fewer rights than men.

—Excerpted from *Contemporary's World History*

ACHIEVEMENTS OF MESOPOTAMIA

Many different people lived in Mesopotamia over the centuries. They made important discoveries. They also developed many important ideas.

DISCOVERIES	CONCEPTS
<ul style="list-style-type: none">• the arch• the dome• the wheel• bronze and copper for tools, weapons, and jewelry• iron for tools and weapons	<ul style="list-style-type: none">• cuneiform writing• alphabet• division of the circle into 360 degrees• geometry concepts for measurement• calendar• code of laws

Skill Practice (continued)

1. Which of the following is most likely to be an important word or a vocabulary word?
 - A. gathered
 - B. strict
 - C. punished
 - D. codify
2. Which of the following would be the best heading for paragraph 3?
 - A. Breaking the Law
 - B. A Strict System of Justice
 - C. Marriage and Family
 - D. The Rights of Women
3. Which of the following best states the main idea of paragraph 1?
 - A. Babylon is a city-state in Sumer.
 - B. Every empire needs a code of laws.
 - C. Hammurabi decided to create an empire.
 - D. Many other kings attempted to control parts of Mesopotamia.
4. What is the purpose of the table?
 - A. to list the achievements of Mesopotamia
 - B. to show how tools were made
 - C. to explain the beginning of writing and the alphabet
 - D. to show why the Mesopotamians invented things

Writing Practice

Directions: Think about a subject that interests you. Write an essay describing how you could learn more about this subject. Include the types of resources you would use and where you could find them. Explain what you would like to learn about this subject and tell why you find it interesting. Make sure to use transitions to link your ideas together.

Magazine and Newspaper Articles

Lesson Objectives

You will be able to

- Explain text features and graphics and their purpose
- Read magazine and newspaper articles to gain information

Skills

- **Core Skill:** Evaluate Content in Different Formats
- **Reading Skill:** Analyze Text Structure

Vocabulary

byline
caption
graph
heading
legend
visual

KEY CONCEPT: Magazine and newspaper articles provide current information about events and other topics.

Imagine you are planning to buy a new car. There are so many cars to choose from. One way to find current information about your choices is to read an article in an automobile magazine. Magazine articles are good places to find information about various topics. Newspaper articles give information about current events. If you want to know what is happening in the world around you, a newspaper is a good source.

Magazine and Newspaper Articles

When you read a magazine or newspaper article, you are reading to learn something. You may also be reading because the topic interests you, but your main purpose is to gain information. Magazine and newspaper articles usually include the following features:

- A title, which tells what the article is about
- A **byline**, which tells who wrote the article
- Headings, which give the main idea of each section of an article
- Photographs, illustrations, and captions, which help you picture ideas in the text
- Magazine and newspaper articles may be divided into two or more columns. Read the entire left column first. Then move to the next column to the right.

When you read a magazine or newspaper article, you may be reading about new or unfamiliar ideas. Here are some ways you can make sense of the information.

- Read the title or headline. This will tell you quickly what the article is about.
- Read the headings. They relate to the main ideas covered in the article.
- Look for the main idea in each section. Often the main ideas are stated in the first or last sentence of a section.
- Use photographs, illustrations, and other visuals to help you picture the information.

TEXT FEATURES: HEADINGS AND CAPTIONS

Magazine and newspaper articles about a topic include special text features such as headings and captions. A **heading** is a brief phrase, usually in boldface type, that states an important idea. Headings can often help you set a purpose for reading. To do this, turn the headings into questions.

Heading: Ways to Conserve Water

Question: What are some ways to conserve water?

Captions are the words underneath a **visual**, such as a photograph or an illustration. These words explain the visual and help you understand the relationship between the visual and the text.

Look at the following excerpt from a magazine article. First, turn the heading into a question in order to set a purpose for reading. Then, identify new information that is provided in the caption.

Flying Trains

Did you think airplanes were the only way to fly? Think again. Today's high speed trains really do fly. Reaching speeds of more than 300 miles per hour, the trains do not touch the tracks. Strong magnets let the trains float above the rails.



In 1990, the TGV Atlantique reached a speed of 321.8 mph.

One question that can be formed from the heading is "What are flying trains?" New information contained in the caption is "In 1990, the TGV Atlantique reached a speed of 321.8 mph."

TECHNOLOGY CONNECTION



Digital Publications

Most newspapers and magazines—local, regional, national, and international—are now available on the Internet. However, in some cases you must be a subscriber in order to read the online version.

Special text features—headings, captions, and visuals—are also found in digital newspapers and magazines.

One benefit of digital publications is that news can be posted as it happens—not a day or a week later. Another benefit is that they can include more articles and longer articles than would fit in the printed versions.

Find a newspaper or magazine article about a current news event. Then use a search engine to find an online news article about that same event. In a notebook, summarize any new information that you found in the online article.

Reading Skill

Analyze Text Structure

Before reading a newspaper or magazine article, read the headings that appear above each section. They will give you an idea of what the article is about.

You can also use the headings to find specific information. For example, if you are reading an article about a car and want to find out what colors it comes in, look for a heading such as "Color Choices." Then you can read just that section to find the information you need.

Always look at the pictures and captions that go with the text. Authors use them to reinforce important ideas or to provide additional information.

In a notebook, list the headings in the article on this page. Then write a short note about what information you find in each section of text.

Directions: Read the article below that reports new findings about the death of the emperor Napoleon. Then answer the questions that follow.

Powerful Leader Napoleon May Have Been Poisoned

Was It Murder?

The French emperor Napoleon died in 1821, in the prime of his life. One of the most powerful European leaders of all time, he ended his days in exile, a tragic figure. History tells us that the cause of his death was stomach cancer. However, recent evidence suggests that he was murdered.

New Findings

In the book *The Murder of Napoleon*, Sten Forshufvud, a Swedish author, makes a strong case that Napoleon was poisoned by his longtime rival and fellow officer, Count Charles Tristan de Montholon.

The evidence points to arsenic poisoning. The autopsy revealed an enlarged liver, a telltale sign of an arsenic overdose. While in exile on the island of St. Helena, Napoleon showed symptoms of chronic arsenic poisoning. Family members reported that he complained of sleepiness, insomnia, swollen feet, and excessive weight gain.



Napoleon was a famous French emperor.

Shocking Evidence

Dr. Forshufvud chemically analyzed strands of Napoleon's hair, which showed abnormally high traces of arsenic.

The most startling evidence of murder actually came to light in 1840. Napoleon's body was moved to Paris. When the coffin was opened, observers were shocked to see a well-preserved body instead of bones and dust. One of the most unusual effects of arsenic is that it greatly slows the decay of living tissue.

WRITE TO LEARN

Summarize the article about Napoleon. When you summarize, you retell the main points in your own words. Use the headings to be sure you have included the most important ideas.

THINK ABOUT READING

Directions: Answer the questions in a notebook.

1. What is this article mostly about? How do you know?
2. What was the most surprising evidence to support Dr. Forshufvud's case? Where in the article did you find this information?
3. Who is in the painting? How do you know?

Directions: Read this newspaper article and study the table. Notice the text features. Write a sentence about why each feature is useful.

THE BAKERSVILLE DAILY CHRONICLE

Wednesday, June 22, 2014

More Adults Going Back to School

by Rodney Donaldson

For the first time in history, there are more students enrolled in colleges as part-time students than are enrolled full-time. Most of these part-time students are working people between the ages of 25 and 45; many have families.

Older Is Sometimes Better

Universities and colleges are glad to see these new, older students because they bring to their campuses a kind of maturity that younger students do not always possess. Because of their work and family responsibilities, older students often make better, more disciplined students than the younger ones.

Going Back to School

Adults are in school for various reasons. Some who already hold degrees are

taking classes to broaden their knowledge in a certain area. Other adults with degrees return to school to prepare for career changes or to get another degree. Colleges are especially interested in such students.

Experience Counts

Some colleges offer life-experience credits to students. They give suitable credit for work they did either as an employee or as a volunteer. Other colleges change the requirements for students studying in a liberal arts program. An older adult's experience is broader than that of a younger freshman; thus, it takes less time to set up a program for study.

The graph below reflects the increase in the number of adults who are returning to college for their degrees.

**Total fall enrollment in degree-granting institutions, by age:
Selected years, 1990 through 2016
[in thousands]**

Year	1990	1995	2000	2005	2007	2010	2015 ¹
Total	13, 819	14, 262	15, 312	17, 487	18, 248	21, 016	22, 612
14 to 17 years old	177	148	145	187	200	211	211
18 and 19 years old	2, 950	2, 894	2, 531	3, 444	3, 690	4, 119	4, 282
20 and 21 years old	2, 761	2, 705	3, 045	3, 563	3, 570	4, 052	4, 278
22 to 24 years old	2, 411	2, 411	2, 617	3, 114	3, 280	3, 674	4, 083
25 to 29 years old	1, 982	2, 120	1, 960	2, 469	2, 651	3, 196	3, 510
30 to 34 years old	1, 322	1, 236	1, 265	1, 438	1, 519	1, 823	2, 083
35 years and older	2, 484	2, 747	2, 749	3, 272	3, 339	3, 941	4, 165

¹ Projected numbers

THINK ABOUT READING

Directions: Answer the questions that follow.

1. Scan the headings. In which section would you find information about life-experience credits?

2. According to the table, which group of adults is likely to have the greatest number enrolled in college by 2016? _____

Core Skill Evaluate Content in Different Formats

Graphs help people compare information. To understand a graph, start by reading the title. It will tell you the topic of the graph. Then read the legend, or key. It will help you understand what is being shown.

A circle graph, sometimes called a pie graph, is divided into sections that look like pieces of pie. The sections are usually different colors. They show the parts that make up the whole.

A bar graph is a chart with bars showing amounts. A bar graph is used for comparing two or more values.

A line graph uses points connected by a line to show how a value changes over time.

Make a line graph showing the number of people enrolled in degree-granting institutions. Use the data in the "Total" row. Round numbers to the nearest million. (For example, 13, 819 x 1, 000 rounds to 14 million.)

On the graph, show the years 1990, 1995, etc., on the horizontal axis. Show the number of students (2 million, 4 million, etc.) on the vertical axis. Give your graph a title.

Vocabulary Review

Directions: Match these words with their definitions.

- | | |
|------------------|------------------------------------------------------------------|
| 1. _____ byline | A. an explanation of a photograph or other visual |
| 2. _____ caption | B. information in the form of a picture or diagram |
| 3. _____ graph | C. a visual that compares numbers |
| 4. _____ heading | D. a phrase above a section of text that refers to the main idea |
| 5. _____ legend | E. a line that tells who wrote an article |
| 6. _____ visual | F. a key that explains what symbols represent |

Skill Review

Directions: Read the article and study the graph that is included in the article. Then answer the questions that follow.

SHOULD RESTAURANTS HAVE TO PROVIDE NUTRITION INFORMATION?

With the problems of overweight teens and adults on the rise, many states are now thinking about requiring restaurants to post the calorie counts of the food they serve. This law would require fast-food restaurants to post the number of calories in an item next to its price on the menu. Lawmakers hope that displaying the calorie counts would encourage people to make more nutritious, or healthy, food choices.

The Importance of Menu Labeling

According to recent studies, people are suffering from the disease diabetes in record numbers. The rise of this disease is because of the food choices people are making. People are eating out more and more. Unfortunately, when people eat out, they frequently make poor choices. They eat more calories, fat, and salt than they would at home. Menu labeling may help people make smarter choices and help reduce the rise in diabetes.

Your Right to Know

People who support menu labeling say it is a consumer's right to know what

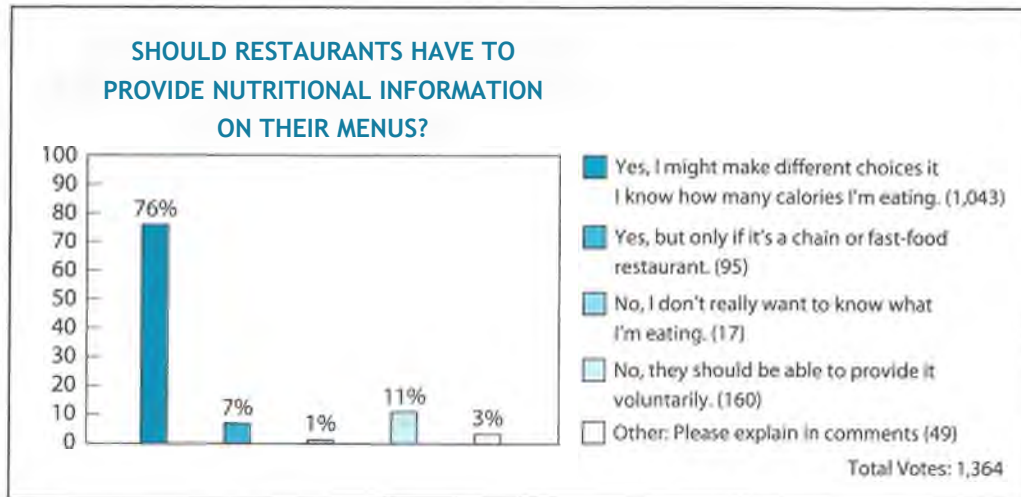
they are putting in their bodies. Without labels, there is no way to know how many calories you are consuming or how much fat or salt are in your restaurant meal choices. The clothing you wear has labels. If you buy food at a grocery store, it has a nutrition label. People who dine out should have the same access to information.

Making Better Choices

New York is one state that requires restaurants to post nutrition information. Eighty-six percent of New Yorkers were in favor of menu labeling. Eighty-six percent were also surprised by calorie counts in the foods they ordered. Ninety-seven percent said they were higher than expected. Posting this information helps people make more responsible choices. A study at a popular fast-food chain showed that people ordered an average of 52 fewer calories when nutrition information was posted. Who knows? You, too, might think twice about what you order when you can see exactly what an extra-large order of fries does to your diet.

Skill Review (continued)

Directions: Study this graph, which shows people's reactions to an online poll about labeling menus. Then answer the questions that follow.



1. In which section would you look for information about how menu labeling affects people's food choices? How do you know?

2. What are three topics you would expect to read about in this article?

3. What does the online poll show?

4. What conclusion can you draw from the bar graph?

- A. Most people make better choices when nutritional information is available.
- B. Most people prefer that menus do not list nutritional information.
- C. Most people think restaurants should have the right to decide whether to post nutritional information.
- D. Most people have no opinion about whether restaurants post nutritional information.

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following article.

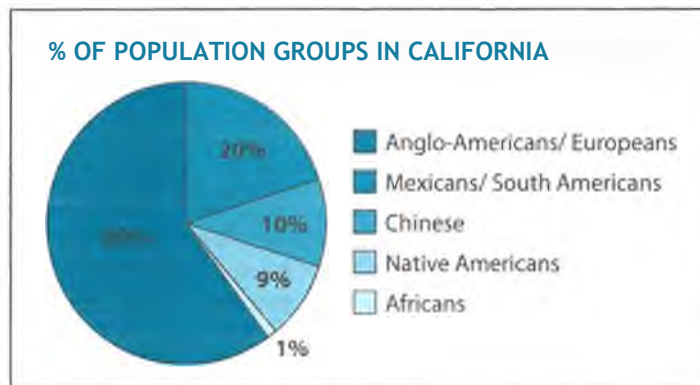
How the Gold Rush Changed California

Golden Dreams Lead to Rich Diversity

- 1 Today California is the most populated and diverse state in the country. The various cultures found in California can be traced back to the Gold Rush. Although the gold rush miners are often thought of as bearded men in flannel shirts, this picture doesn't portray all the cultures that took part in the search for gold. In the 1850s, Americans of every race and background went to California in search of gold.

Gold Seekers from Around the World

- 2 Americans were not the only ones who traveled to California to seek their fortune. Gold seekers came from around the globe in the hopes of striking it rich. They came from Mexico, Peru, Ireland, Germany, Belgium, and China. The result was a diverse population.



- 3 Although many people traveled to California with golden dreams, most left disappointed. Life in the mines was difficult, and many miners did not find gold. Life was especially difficult for miners from other parts of the world. Foreign miners had to pay taxes that American miners did not. Many of them were harassed, or bothered, by American miners. Still, many of them stayed in the California towns and cities that developed because of the gold rush.

Skill Practice (continued)

1. In paragraph 2, the writer says that gold seekers "came from Mexico, Peru, Ireland, Germany, Belgium, and China. The result was a diverse population. "
Which definition of diverse is intended in the sentence above?
 - A. having similar language and experience
 - B. having various levels of education
 - C. coming from different economic classes
 - D. of many ethnic and cultural backgrounds
2. Which would be the best heading for paragraph 3?
 - A. Shattered Dreams
 - B. Traveling to California
 - C. Striking It Rich
 - D. California Today
3. How did the gold rush affect California's population?
 - A. It got smaller because people left after not finding gold.
 - B. It became more diverse because people came there from around the world.
 - C. It became less diverse because people were taxed.
 - D. It did not change.
4. What is the author's purpose in this article?
 - A. to persuade people to search for gold
 - B. to tell humorous stories about the gold rush
 - C. to give information about the gold rush
 - D. to explain how to find gold
5. Which group or groups made up the second largest percentage of the population in California in 1852?
 - A. Chinese
 - B. Native Americans
 - C. Mexicans/South Americans
 - D. Anglo-Americans/Europeans

Writing Practice

Directions: Write a review of a newspaper or magazine article you have read recently or one of the articles in this lesson. Include a short summary of the information in the article. Then clearly state your opinion, positive or negative, of the article. Include examples to support your opinion. End with a conclusion that restates your opinion.

Technical Texts

Lesson Objectives

You will be able to

- Determine the author's purpose
- Draw evidence from text

Skills

- **Core Skill:** Draw Conclusions
- **Reading Skill:** Interpret Words and Phrases in Text

Vocabulary

consumers
diagram
process
regulations
technical

KEY CONCEPT: A technical text is a document that provides particular group of people information about a specialized subject.

Have you ever used instructions to install software on your computer or to change an ink cartridge on a printer? If so, you are already familiar with some types of technical texts. Instruction manuals, workplace flowcharts, and product warranties are all technical texts. These texts are useful tools for understanding specific, often work-oriented, topics.

Determine Author's Purpose in Technical Texts

A **technical** text provides detailed information on a specialized subject. The purpose of the text is to provide professional instructions to a targeted group. One example of a technical text would be a process flowchart. Such charts show a **process**, or series of actions, that is repeated in a business or technical setting. For example, a process flowchart for an online retailer's call center might begin with an incoming phone call. Later items in the chart would be a series of yes/no questions such as "Is the merchandise in stock?" and "Does the customer want overnight delivery?"

Use Text Structure to Determine Author's Purpose

Like textbooks and other educational materials, the primary purpose of a technical text is to inform and explain. However, technical texts explain how to perform specific procedures or how certain processes work. The text may contain instructions and definitions of technical terms. There may be text features such as numbered steps, bulleted lists, illustrations, and **diagrams**, or technical drawings. Text features make information easier to understand, and they reinforce the instruction in the document.

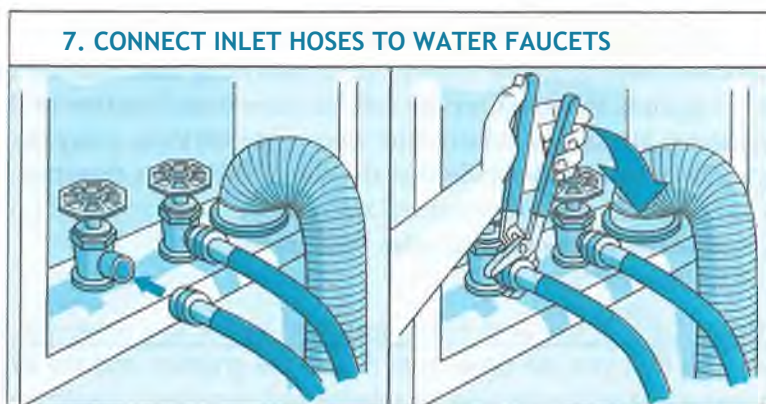
There are several types of technical texts. Each type has a structure, or format, that fits the purpose of that text. A process flowchart uses text and symbols to describe a process. Instruction manuals often include numbered steps and graphics. **Regulations**, or rules, may break text into sections that use numbers and letters to show the order of ideas. Consumer information tells **consumers**, or buyers, about the products they buy and use. For example, the label on a bottle of a pain reliever might tell consumers the dosage and possible side effects of the drug.

INTERPRET WORDS AND PHRASES IN TECHNICAL TEXTS

Both the structure and the language of a technical text reflect the purpose of the text. For this reason, some of the words and phrases in the text will be technical and specific to the topic. These words may be unfamiliar to many readers. To keep the message of the text clear, the words and phrases surrounding the technical vocabulary must be as simple and direct as possible.

Examine the following information from an instruction manual for installing a washing machine. Step number 7, shown below, explains how to connect the washing machine hoses to the water supply. As you read the text, consider these questions: Which words are specific to this instruction manual? Where does the writer deliberately use simple, clear wording so the text will be easy to understand? What symbols and illustrations help clarify the process?

In a notebook, list two examples of each of these characteristics: specific vocabulary, simple wording, and graphics.



Use new inlet hoses to connect washing machine to water faucets.

Attach first hose to hot water faucet. Screw on coupling until it is seated on washer. Tighten coupling with pliers. Repeat to attach second hose to cold water faucet.

IMPORTANT: Do not use tape or sealants on valve. Damage can result.

Specific vocabulary in this technical document includes "inlet hoses" and "coupling." The wording seems simple because the sentences are so short. The arrow in the drawing shows exactly what the directions refer to.

Reading Skill Interpret Words and Phrases in Text

Technical texts usually include key terms that are specific to the topic. In the instruction manual for installing a washing machine, you must understand the meaning of *inlet* and *coupling* to accomplish your task.

When you come across a technical word, try using context clues and graphics to determine the word's meaning. If you're still stumped, you can often find the meaning of a word by doing an online search.

Locate the consumer information for a product you currently own. If you do not have the owner's manual, you can usually find this information at the manufacturer's website.

Skim the text to find words or terms you do not know. Next, read the surrounding text to see if you can figure out what these words mean. Write the unfamiliar words and your definitions for them in your notebook. Finally, do an online search to check the definitions you created.

Core Skill

Draw Conclusions

To understand what you are reading, you must often read between the lines—that is, you must think about what the writer wants you to understand. When you use information stated by the writer and your own experience to form a new idea, you are drawing a conclusion.

Study the driving regulation below. Look for facts and details that let you draw a conclusion about the need for the regulation. In a notebook, state the conclusion you can draw about why this rule was formed. Then list several facts that you used as evidence in order to draw your conclusion. Finally, write a sentence that tells how your own knowledge and experience helped you to draw your conclusion.

*Distracted Driving
Safety Act of 2004*

Beginning July 1, 2004, it is illegal for motorists to use a mobile phone or other electronic device while driving in the District of Columbia, unless the telephone or device is equipped with a hands-free accessory. The Distracted Driving Safety Act of 2004 is designed to improve traffic safety in DC.

Draw Conclusions

When you read, you often draw conclusions about the people, events, and ideas in the text. A **conclusion** is an opinion or decision that you form after thinking about what you have read. To draw a conclusion, you must use evidence from the text, selecting the facts and details that will help you to make up your mind. You can add your own experience and knowledge to this evidence in order to draw a conclusion.

A Rule by the National Park Service on 01/23/2012

ACTION Final Rule

SUMMARY This rule designates off-road vehicle (ORV) routes and authorizes limited ORV use within Cape Hatteras National Seashore in a manner that will protect and preserve natural and cultural resources, provide a variety of safe visitor experiences, and minimize conflicts among various users.

You read in the ruling from the National Park Service that the use of off-road vehicles (ORVs) has been limited to protect a natural resource and provide a safe experience for visitors. After analyzing that information, you may conclude that park service officials have found visitors to the Cape Hatteras National Seashore who were using ORVs in a way that was not safe. You may also conclude that the use of ORVs was threatening the beach's sand dunes and other natural resources. Finally, you may conclude that the new rule is an effort to solve these problems.

Directions: Look at the Drug Facts document below. In a notebook, write a conclusion that you can draw from it. Use the graphics and the evidence in the text along with your own knowledge and experience to draw your conclusion.

DRUG FACTS

Active ingredient (in each tablet)	Purpose
Chlorpheniramine maleate 2 mg.....	Antihistamine

Uses Temporarily relieves these symptoms caused by hay fever and other upper respiratory allergies:
■ itchy throat or eyes ■ sneezing ■ runny nose ■ watery eyes

Directions: Study the two documents on this page. In a notebook, state the author's purpose for writing each text. Then list several technical words that you must know the meaning of in order to understand the document.

Compare Words and Phrases in Technical Texts and Other Informational Texts

Technical vocabulary surrounded by simple text is a common feature of technical documents and other informational texts. In addition, the formatting styles used in technical texts (bullet points, subheadings, and boldfaced type) are often used in these texts. You can apply the skills you use when reading technical texts to reading other informational texts.

Directions: Look at the sample texts below. Some similarities between the technical text and the informational text are noted. In a notebook, write one difference between the instruction manual and the recipe.

Instruction manual for recharging a camera battery	Similarities	Recipe for Low-Fat Cornbread
1. Open the hatch.	• numbered points	1. Preheat oven to 350 degrees. Lightly grease an 8 × 8-inch baking pan.
2. Slide the battery pack into the battery charger.	• terms specific to task	2. In a bowl, mix 1 cup flour, 1 cup cornmeal, ¼ cup sugar, 1 tsp. baking soda, and ½ tsp. salt.
3. Insert the charger's plug into a power outlet.	• use of commands	3. Combine 2 egg whites, 1 cup low-fat buttermilk, and ¼ cup applesauce. Add wet and dry mixtures together and stir just until moist.

WRITE TO LEARN

Write instructions for a process you do often at home, at work, or at school. Follow the examples shown on this page.

After completing your instructions, do a mental walk-through of the task to be sure you have included all the necessary steps and have put the steps in order.

THINK ABOUT READING

Directions: Answer these questions.

- Which of the following word lists would you expect to find in a regulation about importing fresh citrus fruit from Uruguay into the US?
 - monitor, inspect, require, allow
 - connect, measure, attach, repeat
 - use, doctor, ingredients, dose
 - ask, decide, check, complete
- How does an instruction manual organize its information?
 - Symbols and words show repeating events.
 - An outline style shows relationships between parts of the text.
 - Numbered sections show the order and importance of information.
 - Poetic language helps explain specific terms.

Vocabulary Review

Directions: Match these words with their definitions.

- | | |
|----------------------|--------------------|
| 1. _____ consumers | A. drawing |
| 2. _____ diagram | B. laws or rules |
| 3. _____ process | C. series of steps |
| 4. _____ regulations | D. buyers |

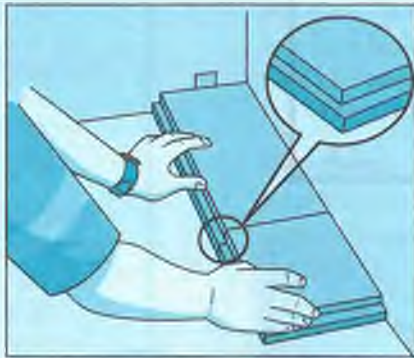
Skill Review

Directions: Study this passage from an instruction manual. Then answer the questions.

6. Lay the Boards

Once you have cleared the floor of debris, you can begin to lay your floor. Use your chalk line as a guide to place your first long board on the ground. Drill pilot holes in each end of the board and nail it down. This will provide a strong base for matching up the remaining boards.

Choose boards that are random lengths to add variety to your floor. Each board will be grooved, allowing for easy sliding and snapping in place.



1. Where would you most likely find this information?

2. Why does the step include an illustration?

3. What are three technical words or phrases used to describe the process?

Skill Practice

Directions: Answer the following questions.

1. What is the purpose of a technical document?
 - A. to persuade readers that a certain viewpoint is true
 - B. to entertain with an engaging story
 - C. to give facts and information about a person's life
 - D. to provide information on a specialized subject
2. How is a technical text usually structured?
 - A. It always has numbered steps.
 - B. The format varies depending on the purpose of the text.
 - C. A technical document does not need illustrations.
 - D. It is organized so readers do not need to drawing conclusions.
3. Which is one of the best ways to determine word meaning in a technical text?
 - A. Review the surrounding sentences for context clues.
 - B. Skip the word and read over the remaining text.
 - C. Remove the word from the sentence and continue reading.
 - D. Substitute words until the sentence makes sense.
4. Why is it important that consumer information be presented clearly?

Writing Practice

Directions: Choose a project that requires you to use a technical document. Find a technical document that guides you through the steps of your project. In an essay, discuss the format of this technical document and explain how that format helps you to understand the information. Consider the language, graphics, and organization of the document.

Review

Directions: Choose the one best answer to each question. Questions 1 through 4 refer to the following textbook passage.

Black Hawk, famous chief of the Sauk Indians, refused to leave Illinois after white men arrived in the late 1700s. When the Sauk and Fox tribes gave their lands to the US government in 1804, Black Hawk would not accept the contract. He believed that the white men got the chiefs drunk with firewater to trick them. The chiefs agreed to sign the contract, but Black Hawk was convinced that they had not really wanted to give up their land.

The high point of Sauk resistance came in the Black Hawk War. In 1832, Black Hawk's tribe remained in Illinois and Wisconsin. The other Indians had moved west to reservations. The Black Hawk War did not last long, and the casualties on both sides were light. Black Hawk and his tribe were strong fighters, but they were defeated. Black Hawk and his sons were sent with their tribe to a reservation near Fort Des Moines.

The story of Black Hawk continues because of his love for the land. "Keep it as we did," he said to his captors.

Date	Important Event
Late 1700s	White men arrived in Illinois
1804	Sauk and Fox tribes gave up their land
1832	

- Why did Black Hawk refuse to leave his land?
 - Hunting was better in Illinois than in Wisconsin.
 - The US government did not have a signed contract.
 - He felt the chiefs had been tricked into giving away their land.
 - He had won the land from the Fox in the Black Hawk War.
- How did Black Hawk show his love of the land?
 - He fought for his land.
 - He gave up his land.
 - He was defeated in battle.
 - He drank firewater before signing the contract.
- Which statement should appear in the table under "Important Event" for 1832?
 - The story of Black Hawk lives on.
 - The Black Hawk war took place.
 - Black Hawk would not accept the contract.
 - The chiefs drank firewater and gave up their land.
- What might have happened if Black Hawk had won the war?
 - He would have been set free by the US government.
 - He could have moved to a different reservation.
 - His story would have lived on.
 - He could have kept his land.

Review

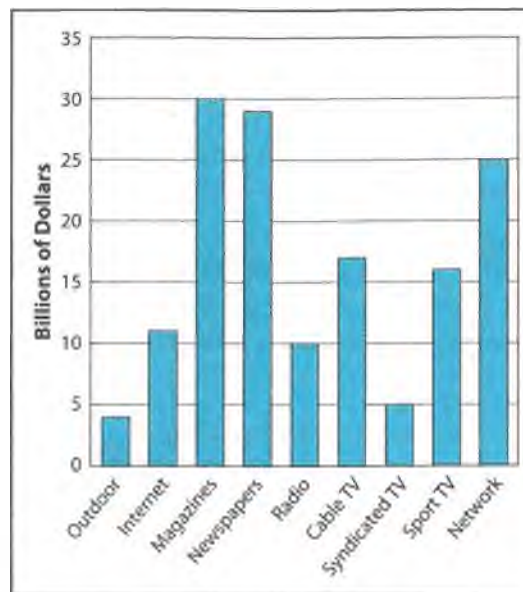
Directions: Questions 5 through 8 refer to the following magazine article.

Advertising plays a vital role in the nation's economy. Americans spend more than \$149 billion a year on this enterprise. No other country in the world invests in advertising as the United States does.

Advertising is found in media ranging from newspapers to billboards. About 85 percent (or 85 cents out of every dollar) of newspaper advertising is paid for by local businesses and individuals. Radio receives about 70 percent of its advertising income from the local community. National advertisers, such as automobile manufacturers and large drug companies, prefer to advertise in magazines and on television.

The following graph shows how much money is spent on different kinds of advertising.

THE MEDIA OF ADVERTISING



5. If you want to sell your refrigerator, where would be the best place for you to advertise the sale?
 - A. radio
 - B. a magazine
 - C. a newspaper
 - D. television
6. General Gadget Corporation wants to tell the country about the latest in its new line of gadgets. According to the article, which would be the most effective form of advertising for the company to use?
 - A. television
 - B. newspapers
 - C. outdoor signs
 - D. direct mail
7. According to the graph, which type of media is the least amount of money spent on?
 - A. Outdoor
 - B. Syndicated TV
 - C. Radio
 - D. Internet
8. Which would be the best heading for the first paragraph?
 - A. \$149 Billion a Year
 - B. A Vital Part of the Economy
 - C. Top Three Types of Media
 - D. How Other Countries Advertise

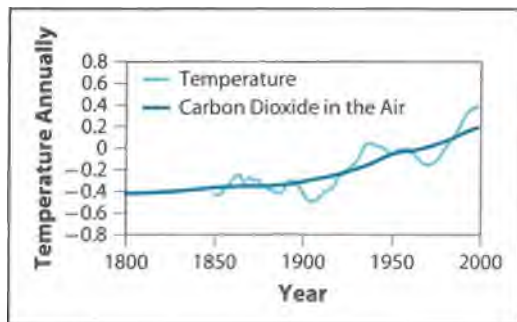
Review

Directions: Questions 9 through 12 refer to the following newspaper article.

Since the year 2004, studies done on polar bears have shown an increase in polar bear drownings. Since polar bears are good swimmers, why is this happening?

Polar bears hunt on giant blocks of ice. As temperatures have increased, the blocks of ice have begun to melt. Polar bears are drowning because they have fewer and fewer blocks of ice to hunt and live on. Also, animals that polar bears hunt, such as seals, are moving farther out to sea. With fewer blocks of ice to hunt on, the journey for food has grown long and difficult.

Earth's temperature naturally rises and falls over time. However, in recent years, it has been rising steadily. This is called global warming. One reason for this rise in temperature is an increase in carbon dioxide in the air. Carbon dioxide is a gas that is released from burning coal and oil. The graph below shows how the amount of carbon dioxide has increased.



One Arctic researcher said, "It is a phenomenon that frightens the native people that live around the Arctic. Many fear their children will never know the polar bear." You may be wondering why you should care about polar bears. Polar bears are one of the first animals to be directly affected by global warming. Since all life on Earth is connected, you can assume that one day humans, too, will feel the effects of rising temperatures.

9. Why are polar bears drowning?
 - A. There is less ocean for them to swim in.
 - B. Warmer temperatures have made it harder for them to swim.
 - C. The ice blocks they live on are melting.
 - D. There is less food for them to eat.
10. Why does the author quote an Arctic researcher in the article?
 - A. to make the article longer
 - B. to use the words of an expert to support his argument
 - C. to provide a different point of view
 - D. to prove that the research was necessary
11. According to the article, what is one change people could make to help decrease the amount of carbon dioxide in the air?
 - A. stay away from melting ice blocks
 - B. help polar bears find food closer to home
 - C. use less coal and oil
 - D. increase the amount of carbon dioxide they breathe
12. According to the graph, what has happened to the amount of carbon dioxide in the air?
 - A. It has decreased.
 - B. It has stayed the same.
 - C. It has increased.
 - D. It increased and then decreased.

Review

CHAPTER 2

Check Your Understanding

On the following chart, circle the number of any question you answered incorrectly. Under each content area you will see the pages you can review to learn the content covered in the question. Pay particular attention to reviewing those lessons in which you missed half or more of the questions.

Chapter 2 Review

Lesson	Item Number	Review Pages
Textbooks and Other Educational Materials	1, 2, 3, 4	86-93
Magazine and Newspaper Articles	5, 6, 7, 8, 9, 10, 11, 12	94-101

Review

ESSAY WRITING PRACTICE

Expository Texts

Directions: Write a passage of informative or explanatory text in response to one of the prompts below. Review Lessons 2. 1 and 2. 2 for help with the structure and purpose of these kinds of writing.

TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS

People who want in-depth information about a subject often use specialty libraries and collections. Digital libraries also make this kind of information easily available, if you know where to look.

At the library where you volunteer, you are on the committee that is creating a guide called "How to Research American History Online. " You are writing a section on the Library of Congress's American History collection. Go online and visit the Library of Congress website ([www. loc. gov](http://www.loc.gov)). On the home page, in the "Topics" section, click the "American History" link. Study the information you find on that page. Open various articles so you understand how the site works.

Then write two paragraphs telling readers how to use the American History link on the Library of Congress site. Describe the path you took to reach the American History collection, give a brief description of how the American History collection is organized, and make two recommendations of topics that readers can explore on that site.

MAGAZINE OR NEWSPAPER ARTICLE

Magazine and newspaper articles provide current information about local, national, and world events. Their topics range from politics and world affairs to science and the world of entertainment.

The work of the National Aeronautics and Space Administration (NASA) is widely reported in magazines and newspaper articles. NASA's website provides coverage of its current, past, and future missions related to space research and technology. Visit the website ([www. nasa. gov](http://www.nasa.gov)) and select one of NASA's current or future missions. After reading about the mission, write a two-paragraph article that describes the mission for a weekly news magazine. Tell why the mission important and what its contribution to science will be. Be sure to give your article a headline that clearly states what the article is about.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.