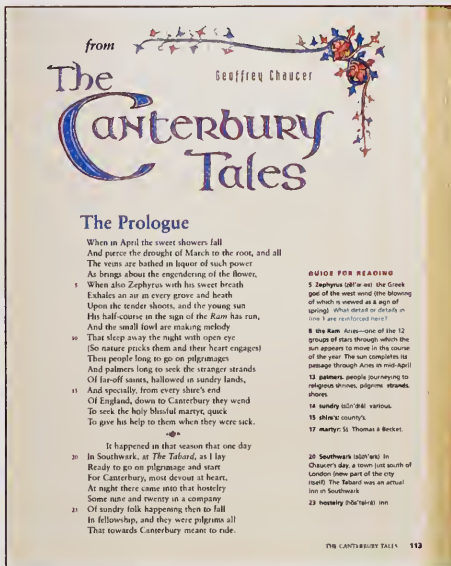


Reading for Different Purposes

You read for many different reasons. In a single day, you might read a short story for fun, a textbook for information to help you pass a test, and a weather map to find out if it will rain. For every type of reading, there are specific strategies that can help you understand and remember the material. This handbook will help you become a better reader in school, at home, and on the job.

Reading Literature



Before Reading

- Set a **purpose** for reading. Are you reading as part of an assignment or for fun? What do you want to learn? Establishing a purpose will help you focus.
- **Preview** the work by looking at the title and any images and captions. Try to **predict** what the work will be about.
- Ask yourself if you can **connect** the subject matter with what you already know.

During Reading

- **Check your understanding** of what you read. Can you restate the plot in your own words?
- Try to **connect** what you're reading to your own life. Have you experienced similar events or emotions?

- **Question** what's happening. You may wonder about events and characters' feelings.
- **Visualize** or create a mental picture of what the author describes.
- **Pause** from time to time to predict what will happen next.

After Reading

- **Review** your predictions. Were they correct?
- Try to **summarize** the work, expressing the **main idea** or the basic plot.
- **Reflect on** and evaluate what you have read. Did the reading fulfill your purpose?
- To **clarify** your understanding, write down opinions or thoughts about the work, or discuss it with someone.

Reading for Information

Graduate Manners

Are graduations marred by bad behavior?

by Jennifer Tamm

Jessica M., a recent high school graduate, says she does not have fond memories of her graduation. "I was really looking forward to graduation, but during the ceremony, kids were shouting and dancing on the stage," she recalls. "I was so embarrassed by my peers' behavior."

Jessica's experience is not unique. Graduation ceremonies across the country are being disrupted by the graduates' behavior. Middle school students in Illinois acted like they had just scored a touchdown as they strutted across the stage, pumping their fists into the air. A student in Minnesota took a pratfall and then had a loud confrontation with police who attempted to escort him from the building. Students in Illinois were not invited back to the site where their graduation was held last year after thousands of dollars of damage was done to the site's nestrooms.

These students are not all troublemakers. One student who performed a prank was president of his school's student body, and another student was the valedictorian of his class. Nor are students the sole disruption at graduations. Friends and family in the audience often cheer on students' antics or create additional noise by blowing air horns or screaming when their graduate's name is called.

Many school officials and audience members believe that the dignity of graduation is being sacrificed for a few laughs. Ellen, a high school student from California, remarks, "Kids yell and dance

because they're happy. It's no big deal. We should be allowed to celebrate our accomplishments and success." Dr. Anna White, principal of a high school in Houston, Texas, disagrees. "These students are graduating into the adult world. They should mark the transition with good manners and courtesy toward their peers, parents, and school officials. We will do whatever we can to keep graduation dignified."

Some schools have started to require students to sign a contract ensuring their compliance with school rules for behavior during the graduation ceremony before they will allow students to attend the ceremony. Is a legal contract necessary to deter students and audiences alike from ruining graduations? Or are graduates and their friends and families simply showing exuberance for a job well done?

GRADUATION BEHAVIOR SURVEY

Do you think there should be stricter enforcement of rules and conduct at graduation ceremonies?

Parents	High School Students
Yes 77%	Yes 48%
No 20%	No 46%
Not Sure 3%	Not Sure 6%

Do you think students should be required to sign a contract dictating rules of behavior in order to participate in the graduation ceremony?

Parents	High School Students
Yes 54%	Yes 21%
No 29%	No 68%
Not Sure 17%	Not Sure 11%

Set a Purpose for Reading

- Decide why you are reading the material—to study for a test, to do research, or to find out more about a topic that interests you.
- Use your **purpose** to determine how detailed your **notes** will be.

Look at Design Features

- Look at the **title** and **subheads** and at **boldfaced words** or phrases, **boxed text**, and any other text that is highlighted in some way.
- Use these **text organizers** for help in previewing the text and identifying the main ideas.
- Study **photographs**, **maps**, **charts**, and **captions**.

Notice Text Structures and Patterns

- Does the text make **comparisons**? Does it describe **causes and effects**? Is there a **sequence** of events?
- Look for **signal words** such as *same*, *different*, *because*, *first*, and *then*. They can reveal the material's organizational pattern.

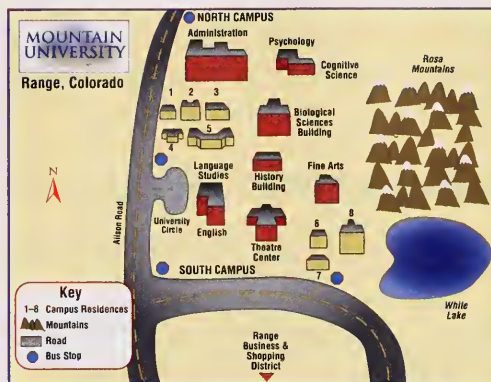
Read Slowly and Carefully

- Take notes** on the main ideas. State the information in your own words.
- Map the information by using a word web or another **graphic organizer**.
- Notice **unfamiliar words**. These are sometimes defined in the text.
- If there are **questions** accompanying the text, be sure that you can answer them.

Evaluate the Information

- Think about what you have read. Does the text make sense? Is it complete?
- Summarize** the information—state the main points in just a few words.

Functional Reading



Identify the Audience, Source, and Purpose

- Look for clues that tell you for whom the document is intended. Is there an **address** or a **title**? Does the information in the document affect you?
- Look for clues that tell you who created the document. Is the **source** likely to be **reliable**?
- Think about the **purpose** of the document. Is it to show you how to do something? to warn you about something? to tell you about community events?

Read Carefully

- Notice **headings** or **rules** that separate one section from another.
- Look for numbers or letters that signal steps in a **sequence**. If you are reading directions, read them all the way through at least once before performing the steps.
- Examine any charts, photographs, or other **visuals** and their captions.
- Reread** complex instructions if necessary.

Evaluate the Information

- Think about whether you have found the information you need.
- Look for telephone numbers, street addresses, or e-mail addresses of places where you could find more information.