

## 2PR The Critical Reading Process

**P**review the text, including the guiding question.

**R**ead the text, double-underlining the thesis statement, underlining the major support, and circling the transitions. Consider the quality of the support.

**P**ause to question and interpret the text. Take notes and write down questions about what you are reading.

**R**eview the text and your notes, and **r**espond to it. Write answers to the Pause prompts.

Kathryn Arnett

## Media and Advertisement: The New Peer Pressure?

**Guiding question** How might television and magazine ads be more influential to teens than their own friends?

**Vocabulary** The following words are *italicized* in the essay: *chiseled*, *obligation*, *depicting*, *ultimately*, *impressionable*, *bouts*, *consumers*, and *clavicle*. If you do not know their meanings, look them up in a dictionary or online.

1 Growing up, I always felt different from my peers. Larger. I was taller and I was curvier than all the girls in my elementary school. As the years progressed, I flipped through magazines and compared myself to the tall, thin girls modeling the newest fashions. Why didn't I look like them? I started to look for ways to diet at age eleven, and what started as a controlled allowance of food at each meal morphed into constant guilt when I ate more than I had rationed. Now, you may be thinking, didn't she have enough food at home? I did. More than enough! So much so that my constant cycle of controlled eating, overeating, and feeling guilty lead to bulimia. I was a great student, and yet when I was twelve my school counselor was knocking at my door trying to reach my parents regarding my weight loss and lunchtime habits. I was desperate to look like what