

Part I – Introduction to the Reading Process

Instructions: Read the following Pre, during, and After Reading short passages and answer the questions that follow:

The Pre-Reading helps students activate prior knowledge as a starting point for better reading comprehension. The Pre-Reading strategy guides students as they.....

Make associations between their prior knowledge and the central ideas in a reading selection.

- Reflect on these associations, comparing how the new information reinforces, extends, or challenges prior knowledge.
- Reformulate their prior knowledge in light of the new information.
- This dialogue between prior knowledge and new information greatly increases the student's ability to comprehend a text and to retain new information.

1. As a strategic reader why is it important that you should engage in pre-reading?

A. Because it acts as a warm up activities that help make connections between what I already know and the theme of the passage.

B. It is important because I get fun out of reading.

C. It is important because it creates a conversation between me and other readers.

D. None of the above

During reading strategic readers create a dialogue with the author, striving to reformulate what the author is saying. They check their understanding of the text by paraphrasing the author's words and they monitor it by imagining, inferring, predicting, and confirming. They integrate their new understanding with existing knowledge. They are continually revising their purposes for reading as they read.

2. As a strategic reader I do all of the following during the reading process except:

- A. I read chapter summaries; I review graphs, charts, pictures, and tables.
- B. I write summaries in my own word after each session.
- C. I highlight key concepts and main ideas as I read.
- D. I do not use note cards to write main ideas.

Post/After Reading: We retain information more easily if we use it. There are many activities that will refine, enrich, and heighten interest in the assigned topic. However, the primary goal of the post or after reading phase is to further develop and clarify interpretations of the text, and to help students remember what they have individually created in their minds from the text.

3. As a strategic reader what do you consider as the most important reason for after reading activities?

- A. To warm up activities that help make connections between what I already know and the theme of the passage.
- B. I read chapter summaries; I review graphs, charts, pictures, and tables.
- C. I use mind maps to create links and connections between concepts in a logical manner.
- D. To further develop and clarify interpretations of the text, and to help students remember what they have individually created in their minds from the text.

4. A well cultivated critical reader will
 - A. Raise important questions and problems regarding materials being read by stating them clearly.
 - B. Gather and assess relevant information, use abstract ideas to interpret reading materials and come to well-reasoned conclusions.
 - C. Neither A nor B
 - D. A but not B
 - E. Both A and B

5. People who are good readers can understand what they read because they
 - A. Read materials quickly by gliding smoothly over words, especially difficult ones.
 - B. Understand how to apply good reading techniques to reading any type of material.
 - C. Don't care so much about what they are reading so long as they can finish reading it quickly.
 - D. Always put off reading their materials until the last minute.
 - E. None of the above

6. The process of Active Learning is critical to developing good reading ability because active learning requires people to
 - A. Develop proper hand-eye coordination
 - B. Know how to guess the correct answers on exams
 - C. Take personal responsibility for learning by developing good habits of mind
 - D. Be proactive in organizing their learning
 - E. A & D only

...Schema provides a framework for learning that allows readers to *seek and select* information that is relevant to their purposes for reading. In the process of searching and selecting, readers are more likely to *make inferences* about text...

...Schema helps readers to organize text information. The process by which you organize and integrate new information into old facilitates the ability to *retain and remember* what you read... (Reading in the Content Area, pp. 3, 7.)

7. The term schema refers to
- A. Reading procedures that can help students pass their college exams.
 - B. A technical term that cognitive scientists use to describe how people use world or prior knowledge to organize and store information in their heads.
 - C. The ability of readers to ignore some parts of what they are reading if it does not make sense.
 - D. All of the above
8. It is not recommended that you annotate your text book chapters because it only confuses you when you are re-reading the chapters.
- A. True
 - B. False
9. Annotation is now preferred over
- A. Underlining
 - B. Circling
 - C. Highlighting
 - D. Trying to predict test questions
10. One precise definition of annotation would be that “annotation is the process of extracting out important information for notation within the text, noting guided questions or key points within the text on topics that need clarification.”
- A. True
 - B. False

- A. tell stories about their families
- B. listen to each other's' speeches
- C. tell stories about each other
- D. explain their personal discoveries and meanings

Passage 2

In the height of the Enlightenment, men influenced by the new political theories of the era launched two of the largest revolutions in history. These two conflicts, on two separate continents, were both initially successful in forming new forms of government. And yet, the two conflicts, though merely a decade apart, had radically different conclusions. How do two wars inspired by more or less the same ideals end up so completely different? Why was the American Revolution largely a success and the French Revolution largely a failure?

Historians have pointed to myriad reasons—far too various to be listed here. However, the most frequently cited are worth mentioning. For one, the American Revolution was far removed from the Old World; that is, since it was on different continent, other European nations did not attempt to interfere with it. However, in the French Revolution, there were immediate cries for war from neighboring nations. Early on, for instance, the ousted king attempted to flee to neighboring Austria and the army waiting there. The newly formed French Republic also warred with Belgium, and a conflict with Britain loomed. Thus, the French had the burden not only of winning a revolution but also defending it from outside. The Americans simply had to win a revolution.

Secondly, the American Revolution seemed to have a better chance for success from the get-go, due to the fact that Americans already saw themselves as something other than British subjects. Thus, there was already a uniquely American character, so, there was not as loud a cry to

preserve the British way of life. In France, several thousands of people still supported the king, largely because the king was seen as an essential part of French life. And when the king was first ousted and then killed, some believed that character itself was corrupted. Remember, the Americans did not oust a king or kill him—they merely separated from him.

Finally, there is a general agreement that the French were not as unified as the Americans, who, for the most part, put aside their political differences until after they had already formed a new nation. The French, despite their Tennis Court Oath, could not do so. Infighting led to inner turmoil, civil war, and eventually the Reign of Terror, in which political dissidents were executed in large numbers. Additionally, the French people themselves were not unified. The nation had so much **stratification** that it was impossible to unite all of them—the workers, the peasants, the middle-class, the nobles, the clergy—into one cause. And the attempts to do so under a new religion, the Divine Cult of Reason, certainly did not help. The Americans, remember, never attempted to change the society at large; rather, they merely attempted to change the government.

14. It can be inferred from paragraph 1 that the author most likely believes that

- A. historians have not come to a conclusion about what separates the French and American Revolutions
- B. the French Revolution could have been just as successful as the American Revolution was
- C. two events based on the same philosophy are generally not that common
- D. the American Revolution is a high point in history, the French Revolution a low point
- E. two events that are similar in one way ought to be similar in other ways

15. What function do the questions that end paragraph 1 play in the passage?

- A. They introduce the topic the author of the passage will explore, even though he or she will not answer the questions.
- B. They introduce the author's opinions on the main topic and summarize his or her main argument.
- C. They present rhetorical questions that are used only for the purposes of engaging the reader, even though the questions will not be answered.
- D. They refocus the passage into its original topic after a detour into historical context.
- E. They present the two questions the author will spend the rest of the passage exploring and then answering.

16. As used in paragraph 2, the word **myriad** most nearly means

- A. an unknowable secret
- B. an uncountable number
- C. an unrealistic ideal
- D. an unusually rare occurrence
- E. an unimaginably large object

17. According to the passage, the Reign of Terror happened because of

- A. social stratification in America
- B. infighting in the American Revolution
- C. the decision to kill the king in the French Revolution
- D. infighting in the French Revolution
- E. social stratification in France

18. According to the author, which of the following best summarizes the most frequently cited explanations historians give for why the French and American Revolutions did not turn out the same way?

- A. locations relative to Europe, social equality in America, and the lack of a unique French identity
- B. social unity among the Americans, social stratification among the French, and the character of the French and Americans in general
- C. locations relative to Europe, American and French characters, and political cohesion or lack thereof
- D. locations relative to Europe, the decision to oust or not oust a king, and a lack of unity amongst all the revolutionaries
- E. the geography of America and France, the character and identity of American and French people, and the decision to oust or not oust a king

19. As used in paragraph 4, the word **stratification** describes

- A. social inequality
- B. physical differences
- C. social cohesion
- D. physical separations
- E. societal

Figurative Language: Identify the following sentences as Simile, Metaphor, Analogy or another form of Figurative Language.

20. The bamboo trees rustle like footsteps in the rising wind.

- A. Simile
- B. Metaphor
- C. Analogy

21. She pushes off without a sound, as gracefully as though she were a white-plumed water bird.

A. Simile

B. Metaphor

C. Analogy

22. "Everyone on campus prefers e-mail to snail mail."

A. Simile

B. Metaphor

C. Analogy

23. Life is like a box of chocolates. You can never be sure of what the future may hold, so you may be disappointed or pleasantly surprised.

A. Simile

B. Metaphor

C. Analogy

24. In the novel *The Keeping Room* Joey says, "Like hot water, anger rushes through me."

This type of figurative language is an example of?

A. Metaphor

B. Personification

C. Simile

D. Hyperbole

25. It is going to take a zillion years to get through medical school. This statement is an example of

A. Simile

B. Onomatopoeia

C. Metaphor

D. Hyperbole/exaggeration

E. Alliteration

26. Fallacies can be defined as

A. Lies

B. Mis-statements of facts

C. Truth and Fact mixed together

D. Honest statements

E. None of the above

27. Some types of Fallacies are

A. Card Stacking

B. Inappropriate dress

C. Begging for Money

D. False Authority

E. A and C

28. Story grammar and story schema are different because
- A. One represents a cognitive process and the other is an organizational process
 - B. Authors don't like to use both story grammar and story schema to develop their writing
 - C. Readers do not need to know story schema in order to understand what they are reading
 - D. Story schema and story grammar are the same thing.

Part III – Cognitive Development (Reading Graphs)

29. Graphics are used to:
- A. Show pictures because someone thought it would be better than writing a report
 - B. Show pictures of relationships between two or more sets of information
 - C. Make it easier to finish work quickly
 - D. Depict the relationship between two or more variables over time.
 - E. Both B and D
30. A Graphic Organizer is a
- A. Study technique that helps students do well on exams
 - B. A Note-taking system
 - C. A system for organizing information into categories
 - D. A visual and graphic display that depicts the relationship between facts, terms, and/or ideas within a learning task.
 - E. Both C and D
 - F. None of the above
31. Linear graphs are plotted along the vertical and horizontal axes.
- A. True
 - B. False

32. Economic and resource maps provide information about

- A. Where to find the best deals on clothes, bags and shoes
- B. The amount of money that the government borrows
- C. The amount of money that the government owes to foreign governments
- D. Natural resources or economic activity that is dominant in specific geographic areas.

33. Tables are a type of graphic that shows comparison between items or classification of information.

- A. True
- B. False

34. A graphic can be used as a statistical tool to

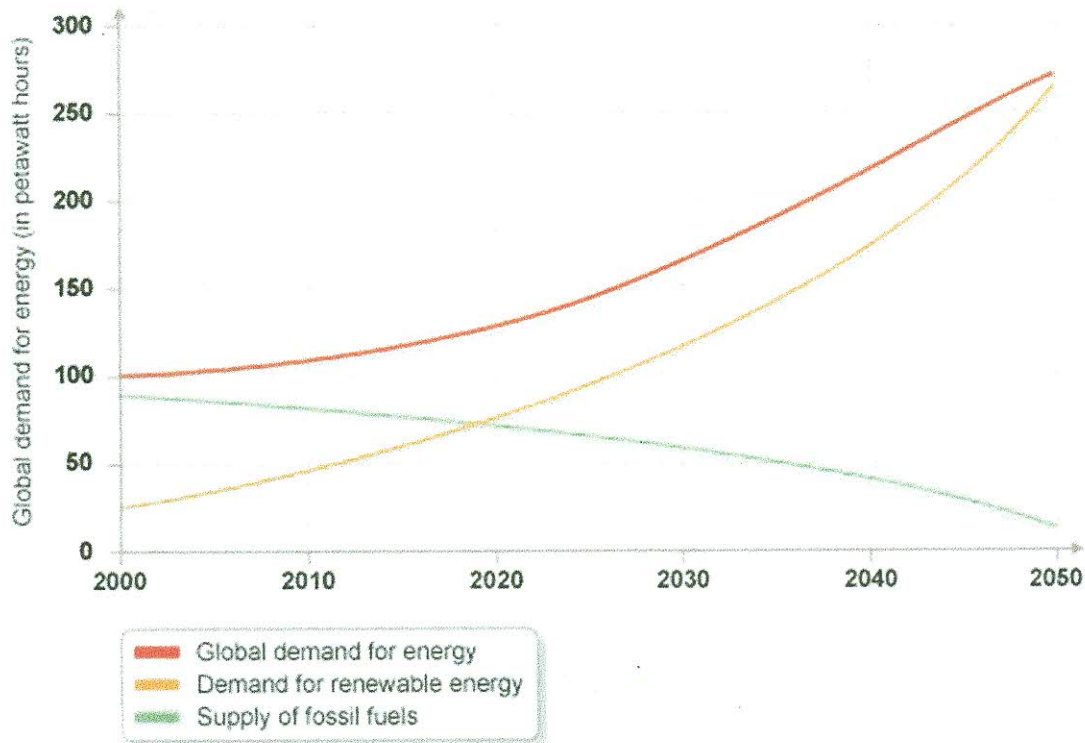
- A. Represent relationships
- B. Aid in reading visual presentations of information
- C. Help to understand numeric values of data
- D. All of the above

35. An experiment is a study with an independent and dependent variable

A. True

B. False

Visual/Graphic Aids Questions



The above line graph shows a hypothetical global demand for different types of energy by. Using the key provided answer question 36 - 40.

36. What was the global demand for energy in 2010?

- A. 150 petawatt hours B. 110 petawatt hours C. 50 petawatt hours D. 250 petawatt hours

37. According to the graph what will be the demand for renewable energy in the year 2040?

- A. 200 petawatt hours B. 250 petawatt hours C. 175 petawatt hours D. 100 petawatt hours

38. What will the supply for fossil fuels be in 2020?

- A. 75 petawatt hours B. 100 petawatt hours C. 125 petawatt hours D. 50 petawatt hours

39. What will the global demand for energy be in 2040?

- A. 200 petawatt hours B. 300 petawatt hours C. 210 petawatt hours D. 175 petawatt hours

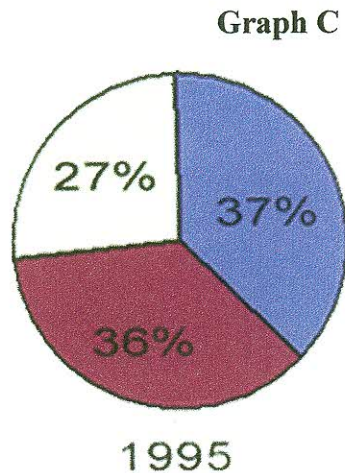
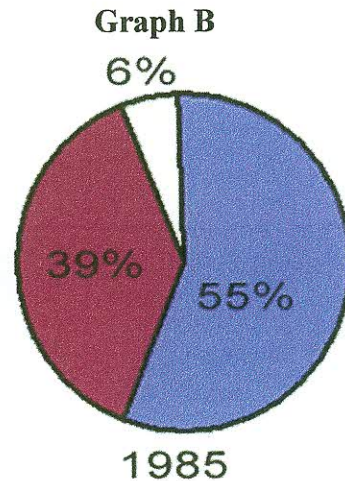
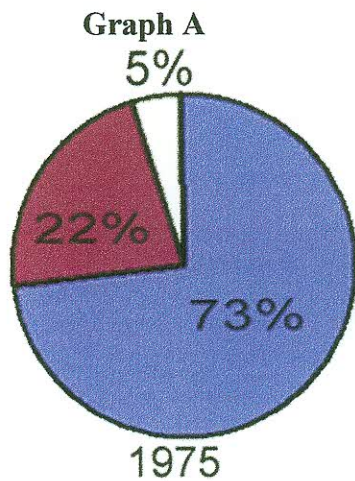
40. In the year 2020 what will be the demand for renewable energy?

- A. 100 petawatt hours B. 80 petawatt hours C. 150 petawatt hours D. 75 petawatt hours

Instructions: Use the pie charts below to answer questions 41 – 50

Per Capita US Consumption of Milk, 1975-95

■ Whole ■ Lowfat □ Skim



Source: U.S. Department of Agriculture, Economic Research Service, Food Consumption, Prices, and Expenditures, annual

41. What is the topic/title or subject of the graph?
- A. Per Capita US Consumption of Milk, 1975-95."
 - B. U.S. Department of Agriculture, Economic Research
 - C. Showing whole, low-fat and Skin milk
 - D. Amount of milk consumed
42. Where did the information come from?
- A. U. S. A.
 - B. U.S. Department of Agriculture, Economic Research Service, Food Consumption, Prices, and Expenditures, annual
 - C. Percentage of each type of milk
 - D. Different states
43. What types of milk are described?
- A. Low-fat milk and Skin milk
 - B. Skim milk and whole milk
 - C. Whole milk, low fat milk, skim milk.
 - D. None of the above
44. Which graph represents data from 1975?
- A. Graph B
 - B. Graph C and B
 - C. A and B
 - D. Graph A
45. What are the three variables being graphed?
- A. Type of milk, Year and Percentages of each type of milk
 - B. Type of milk and Year
 - C. Percentages of each type of milk
 - D. None of these

46. What doesn't this type of graph tell you?

- A. It does not tell the title
- B. Actual amounts changes in total amounts, whether people are drinking less or same amount, other types of milk (e.g. flavored milk, half-and-half) or the definition of low-fat or skim.
- C. The caption or source of the information
- D. It tells of types of milk

47. Consumption of which type of milk has increased the most over the time period indicated?

- A. Whole milk
- B. Flavored milk
- C. Low fat milk
- D. Skim milk

48. Which type remains the most popular from 1975 to 1995?

- A. Whole milk
- B. Skim milk
- C. Low fat milk
- D. Whole and Skim milk

49. What were the percentages of whole milk consumed in 1975 and 1995?

- A. 73% and 55%
- B. 73% and 37%
- C. 73% and 55%
- D. 73% and 39%

50. What was the percentage of low-fat milk consumed in 1995?

- A. 27%
- B. 37%
- C. 36%
- D. 39%

Part IV – Short Answer Essays

Instructions: Answer any five (5) of the following short questions in complete, grammatically correct sentences. The length of your answers will vary depending on the question and how you choose to answer the question. While you are not limited to the amount you write, you should aim for at least 2-5 sentences on most answers.

1. Explain how the process of Annotation can help you in reading comprehension.
2. Discuss the different levels at which people read: Literal, Interpretative and Applied.
3. Explain the differences between Inductive, Deductive and Reductive Reasoning.
4. List and explain at least two standards that can be used to judge the validity of evidence presented in an argument.
5. What is the difference between Content Knowledge and Content Literacy?
6. Name three (3) effective reading warm-up strategies and discuss how these strategies can help you to develop your critical reading abilities.
7. Explain the relationship between the reading and writing process.
8. Define the term statistics and explain why an understanding of statistical representations is important to Content Area reading.
9. Your textbook lists seven (7) steps for previewing your textbook. Name and explain five of them.
10. Explain what you understand by **reading**. What is the **relevance of critical reading** to you as a college student?