

### Reading Brochures

Trying to decide where to go on a vacation? Travel brochures might help. These brochures highlight important features of exciting destinations. Travel and tourism companies use brochures to help sell their product — travel.

Many businesses use brochures and pamphlets to sell their prod-

ucts and services. Brochures provide key information in a concise, easy-to-read and often illustrated format. Customers don't have time to read lengthy product information. But remember — brochures are often written to sell. You need to evaluate the information provided to make sure it is accurate before you make a decision to buy.

### Tips for Reading Brochures

#### Before You Read

1. Preview all the panels of the brochure. Each panel has a specific purpose:
  - **Front panel.** The front panel is the title page. Here you will find the product or service being promoted by the brochure, the company name, and graphics designed to get your attention and make you want to learn more about the product or service.
  - **Inside front panel.** Open the front panel and you will find an introduction page that usually has an overview of the product or service. This page is similar to the introductory paragraph in an essay. It sets the tone for the message.
  - **Inside panels.** The inside panels offer the details, the sales pitch, or the special features of the product or service. The information here is like the body of an essay.
  - **Back panel.** The back panel provides specific information you need to contact the company or purchase the product or service. This handy reference page may feature phone and fax numbers, email addresses, the company Web site, maps, and other important contact information. Often, there is a mail-in response card, an order form, or a sign-up form.

## Reading Strategies for Career Academies and Career-Technical Education

2. Preview the titles, headings, and subheadings on all panels of the brochure to learn what details are provided about the product or service.

### As You Read

3. Read every word of the brochure carefully. It contains a lot of information in a very small space. In this format, every word counts.
4. Study the graphics, illustrations, pictures, bulleted lists, and other visuals. Because a brochure is short, critical information is often included in these visuals.

### After You Read

5. Remember that brochures are often used to persuade and sell. The writer's goal is to get you to buy the product or service, visit the Web site, or enter into a business agreement. Question the information by asking: What are the advantages and disadvantages of this promotion? Does this product or service meet my needs? Is the price reasonable? Are there product warranties?
6. Before you respond to the company's offer, check other sources to learn more about the product or service. Use the Internet to read reviews of the product or service. Investigate the reliability of the company and the product or service before buying.



## Section III Tips on Reading Specific Text

### Reading Classified Advertisements

If you looking for a part-time job, a classified ad in a newspaper or specialty magazine could help you find one. Classified advertisements are a great way to search for a job or to locate items you want to buy or rent: a car, household appliance, place to live, jewelry, pets, etc. If it can legally and morally be sold, it can

probably be found in the classified ad section of newspapers and magazines.

Many newspapers and magazines not only have a print version of their classified ads but also an online version.

### Tips for Reading Classified Advertisements

#### Before You Read

1. Locate the table of contents and find the section or page number for “Classified Advertisements” in your newspaper or magazine. Newspapers generally put their table of contents on the front page; magazines place their table of contents within the first few pages.
2. Items are grouped by categories, usually listed in alphabetical order. On the first page of the Classified section, an index will list the page numbers for each category.

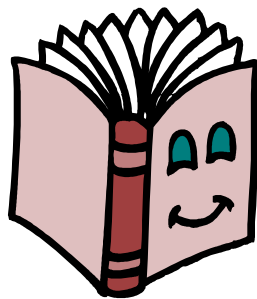
#### As You Read

3. Once you have located the appropriate category, you may begin your search by reading each classified ad listed in that category.
4. If you find an item of interest, look for key information within the advertisement:
  - Description of the item
  - Phone number or address to contact the person who placed the ad
  - Price for the item
5. If you find a job that matches your qualifications, look for key information in the ad that:
  - Describes the job, salary, and benefits (although salary is often omitted)
  - Identifies the education and/or work experience desired
  - Gives instructions on how to apply for the job.

## Reading Strategies for Career Academies and Career-Technical Education

6. Be sure to save the advertisement in case the price of the item or salary stated in the ad is different from what is quoted when you close the sale or are offered the job. You may use the ad to negotiate the final price or salary.
7. A few final cautions:
  - Never buy an item or accept a job based only on the advertisement description. Some descriptions are “glamorized” to make the item or job sound much better than it really is.
  - Be wary if you must travel a great distance and you are expected to cover your own expenses to interview or purchase an item.
  - If the items offered for sale or the job description sounds too good to be true, it probably isn’t true.

Because the majority of advertisements are placed in newspapers by people who live in the area, most advertisements are legitimate. Many consumers and job hunters have successful results using the classified ads every day.



**Reading  
Consumer  
Math  
Textbooks**

Math textbooks are different from other textbooks. Rather than pages full of text, you'll find pages full of diagrams, numbers, and signs. The writing is short and to the point. Each sentence is im-

portant because it probably won't be repeated again in the book. If you miss a word, you may find yourself lost. Every word, diagram, and symbol is packed with meaning.

**Tips for  
Reading  
Consumer  
Math  
Textbooks**

**Before You Read**

1. Be sure you understand how consumer math textbook lessons are organized. Math lessons usually begin with an introduction and a study guide. The four parts generally found in a textbook math lesson are:
  - introduction or opening explanation
  - example problems
  - diagrams
  - practice exercises
3. Use the chapter title to set your purpose for reading. Turn the title into a question, and write the purpose question in your math notebook.
4. Preview the chapter to determine what you already know and what you'll need to learn. As you highlight concepts that are new to you, you'll know how to focus your reading and study. Make two lists in your notebook: a list of what you already know and a list of the things you'll need to know in order to do the work.

Use the following features to help you identify the main concepts in the chapter:

- chapter headings
- boxed items
- models
- diagrams
- sample solutions or examples

## Reading Strategies for Career Academies and Career-Technical Education

### As You Read

5. Read carefully, paying attention to every word and term.
6. Visualize the math problem by turning it into a picture in your mind.
7. With a partner or by yourself, talk your way through the problem. Talking through the problem helps you to think about your thinking (metacognition). If you are on the wrong track, your subconscious will let you know. It also slows you down so that you don't leave out any important steps to help solve the problem.
8. Review the purpose question you wrote about the chapter title. Keep this question in mind as you read so that your brain will be actively searching for the answer or solution.
9. When you finish reading the chapter, construct a "Think Aloud" in your notebook. To do this, write the steps you would take to solve a problem that illustrates the purpose question from the chapter title (practice problem).

*Example:* Percentages

"How do I figure percentages of a sale price?"

- First I have to take the given price of a shirt before it goes on sale. It regularly costs \$55.
- The newspaper says it is on sale at 20% off the regular price.
- I must turn 20% into a decimal. I do this by moving the decimal point two places to the left (.2) or by dividing 20% by 100 (.2).
- Now I multiply .2 by 55 (.2 X 55). This equals 11.00. This is the amount (\$11.00) that I do not have to pay. My discount amounts to \$11.00.
- Now I subtract the \$11.00 discount from the original price of \$55.00 ( $55.00 - 11.00 = 44.00$ ). The shirt costs \$44 on sale.

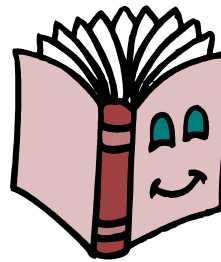
## Section III Tips on Reading Specific Text

10. Connect the math concept to your own life (using percentages to figure how much you can save on a clothing sale at your favorite store). In other words, write a real-life problem-solving scenario where you would need to know how to use this concept. This will strengthen your comprehension of this concept.

### After You Read

11. Reflect on your level of understanding. Where do you have more learning to do? List any terms, symbols, sample problems, or operations that will require more study.
12. Reread sections of the text that cover concepts that still aren't clear to you. Make notes on key words and their definitions, as well as sample problems that you need help with. Try to identify what's making particular problems or concepts difficult for you. This will help focus your learning and will guide your teacher or tutor if you seek extra help.
13. Once you understand a concept, try creating your own sample test. Then swap tests with a partner and see how well you both do. If your partner still isn't clear on a concept, see if you can teach it to him or her. If you can explain the process to another, you'll know you understand it!

SOURCE  
Burke, Jim.  
*Reader's Handbook: A Student Guide for Reading and Learning.*  
Wilmington, MA:  
Houghton Mifflin,  
2002.



### Reading Editorials

An editorial expresses an opinion publicly. You'll find editorials in newspapers and magazines and on Web sites. Editorials are a type of persuasive writing. Editorial writers usually try to convince the reader to

agree with their argument or position. They support their arguments with facts, statistics, numbers, and examples. Your job as the reader is to understand the argument and then make up your own mind.

### Tips for Reading Editorials

#### Before You Read

- 1. Set a purpose.** As you read an editorial, you will learn about the author's viewpoint, determine how well the argument is supported, and then decide how you feel about the topic. Ask three basic questions to set your purpose:
  - What is the argument about?
  - How do I feel about it?
  - How persuasive is the editorial?
- 2. Preview.** Look through the editorial for any clues or information about the topic and the writer's argument. Specifically, look for:
  - the headline and date
  - any repeated words
  - the writer's arguments and facts
  - the first and last paragraphs
- 3. Question.** Ask questions to find the writer's arguments and supporting details. List the following questions on sticky notes or in your notebook. Then write down the answers as you read.
  - What does the author mean (want me to believe)?
  - What's the author's message or point?
  - Why does the author begin the way he/she does?
  - Why does the author mention this detail?
  - What does the author want me to do after I read this editorial?



## Section III Tips on Reading Specific Text

### As You Read

4. **Focus.** As you read the editorial, keep your purpose and questions in mind.
6. **Understand.** Know how editorials are organized to help you read more effectively. Editorials have three basic parts:
  - assertion (argument point)
  - supporting details
  - recommendation to the reader (how the problem should be solved)
6. **Connect.** Consider how you can connect your own life to the editorial. How does the information apply to you? This can help you decide how you feel about the writer's points, supporting details, and recommendations.

### After You Read

7. **Answer.** Look back at your reading purpose and questions. Try to answer them in your own words.
8. **Respond.** Consider all the facts presented by the writer to form your own opinion about the topic. You may need to reread the editorial to do this. If you are unsure about the facts the writer presents, use other sources (Internet, news articles, experts) to confirm or discredit the writer.
9. **Summarize.** Write a summary of the writer's arguments, supporting facts/details, and your own opinion. Discuss your summary with a partner in class, friend at lunch, or someone else on email.
10. **Write.** Consider writing your own editorial on the topic, agreeing or disagreeing with the writer. Use facts, figures, and other evidence to support your position.



## Reading Strategies for Career Academies and Career-Technical Education

### Reading Electronic Mail

Electronic mail, or email as it is commonly called, is a message system delivered via the Internet.

Since 1995, use of email has exploded. Personal and business users receive numerous mes-

sages and advertisements every day. This efficient and economical electronic innovation has become a major factor in the lives of people throughout the world.

### Tips for Reading Electronic Mail

#### Before You Read

1. Always read the sender's address and the subject line *before* opening an email. If you don't know who sent the message, you probably should not open it because (a) it may be an unwanted sales pitch (spam), or (b) the message may contain a virus that will harm your computer.
2. After opening an email, review the information at the top to learn more about the sender and the content of the email:
  - Subject
  - Date (the time is also included on this line)
  - From
  - To
  - File (the name of any attached file to the message)

Based on what you have learned from the heading, you may or may not want to read the body of the email.

#### As You Read

3. When reading the message or the body of the email, look for key words that explain the purpose of the email. The first sentence in the email often states the purpose. The last sentence may ask you to take some action based on the information presented in the body of the email.
4. Read the end to find information about the sender, such as the name, address, and phone and fax numbers.

## Section III Tips on Reading Specific Text

5. If a file has been attached and you wish to open it, click on the attachment icon and follow the online prompts to save or open the file. If you do not know the sender, it is generally advisable not to open or save the attachment.

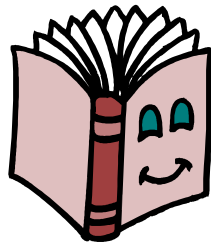
### After You Read

6. To respond to the email, click on the “reply” icon. A new email form will appear on your screen.
7. In the appropriate lines on your form, write the receiver’s email address and subject. Subject line information should be relevant to the topic of the email and give the reader an idea of what is in the message. If the “From” line includes your name, the receiver will be more likely to open it; he or she will know it is not junk mail (“spam”).
8. Now write your message. Use complete sentences and correct punctuation and spelling, especially if this is a business message. If your email program has a spell-check feature, use it before sending the message.
9. Include a complimentary closing (e.g., Sincerely yours) and your name at the end of the message.
10. Before clicking on the “send” icon, reread and edit your email.
11. Be aware of the tone of your message. Email is often written quickly and without concern for how the words will “sound” to the person receiving it.

## Reading Strategies for Career Academies and Career-Technical Education

12. Always observe the following email etiquette:

- Never use all capital letters. This is equivalent to shouting.
- Email is intended for easy, quick reading. Keep your messages short and to the point.
- Do not send large attachments unless you ask first. You don't want to fill up the receiver's disk space.
- In business emails, do not use the smiley face symbols or other email abbreviations. Save those for notes to friends.
- Do not send abusive email messages.
- Never mark emails as "urgent" when they are not. Urgent messages you send in the future may be ignored.
- Do not make personal remarks about third parties, because email messages are easily forwarded.



### Reading Employee Handbooks

When employees need to know how much vacation they can take, the hours they're required to work, or information about their health care benefits, they can find the answers in their employee handbook. If you are working after school or

during the summer, you may have already encountered an employee handbook. Because employee handbooks contain information that is needed to succeed and advance on the job, understanding them is critical.

### Tips for Reading Employee Handbooks

#### Before You Read

1. Set a purpose for reading. Think about what you want to know and why you need the information.
2. Preview the table of contents to determine the general types of information included in the handbook. Review through each section to learn what subtopics are included in that section.
3. Think about where to find the information you need. If you're looking for the number of vacation or sick days allowed, think about how this would be listed in the table of contents.

#### As You Read

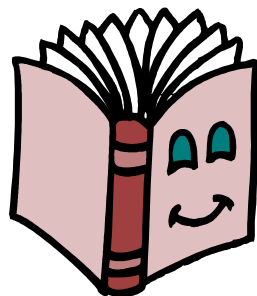
4. Once you have located the information you need, determine which specific parts of the policy or procedure apply to you. For example, if you are a part-time employee interested in information about vacation days, you don't need to read the information for full-time employees with 20 years of experience.
5. Look for information related to your purpose for reading. For example, if you read that employees at your job level may not take vacation time, you may need to read about policies for emergency leave or resignation.
6. When you've located the information you need, read it; then read it again to be sure you understand it. Highlight keywords/steps, write notes, or make a photocopy of the specific information you need.

## Reading Strategies for Career Academies and Career-Technical Education

7. Now you're ready to follow any steps outlined in the manual.

### After You Read

8. It may be helpful to discuss what you have read with a supervisor or fellow employee. Ask questions to be sure you completely understand the process or policies.
9. Now connect what you've read with your specific need. How does the information relate to you? For example, if you need to take time off work and haven't been employed long enough to qualify for a vacation, can you take another type of leave instead? Can you take leave without pay? If not, will you wait to take time off or will you resign your position? If you've read and understood the handbook, you should now have the information you need to make decisions for your personal and professional life.



## Reading Fiction

Novels, short stories, poems, and plays enrich our lives. They tell wonderful stories of people and places. They allow us to observe the mistakes others make and learn from them.

They permit us to look at our own humanness, our strengths and weaknesses. They also move us to new understanding of ourselves and the world.

### Tips for Reading Novels and Short Stories

#### Before You Read

1. First, question the title. What do you expect from a story called “The Contents of the Dead Man’s Pockets”? What will the novel *All Quiet on the Western Front* be about?
2. Read the first few paragraphs. Ask yourself who is telling the story. Is it the author or a character in the story? Where does the story take place and when?

#### As You Read

3. As you meet the characters, list them and keep a chart of who they are, how they are related, what they look like, and other personal information the author tells you about their education, life experiences, attitude, and outlook on life.
4. Draw a graphic organizer or make a chart of the main events as they occur. This will help you keep track of the story.
5. When reading a novel, keep a journal on your thoughts after each chapter. Include:
  - Questions you have
  - What you wonder about the characters’ actions
  - How you think characters are feeling at each point in the story
  - Why you think characters behaved certain ways
  - What you think will happen next

#### After You Read

6. When you finish reading, decide when in the story that thing you’ve been waiting for finally happened. This is the climax of the story.

## Reading Strategies for Career Academies and Career-Technical Education

- 7 Make notes about the lessons the author is trying to teach you about life. Think about how you can apply these lessons immediately or later in your life.

Poems look like a writer's shorthand, but don't be fooled. Though there are fewer words than in stories and novels, in poetry each word has a specific place and meaning. Poems are often very powerful.

### Tips for Reading Poetry

#### Before You Read

1. Preview the title and the author, and "look" at the shape and structure of the poem on the page. Shape and structure are important parts of the impact the poet wants to create.
2. Look at the last words in the lines. Do they rhyme with other words in any certain pattern?
3. Ask questions about the poem. Why did the author choose to rhyme or not to rhyme? Why is the poem shaped this way? What does the title mean? Is the poet writing to someone specific?

#### As You Read

4. Answer your questions as you read the poem.
5. What do you think it means? Write about what you think the meaning is.
6. For better understanding of the poem, read it again, more slowly this time. Look for the answers to any questions you still haven't answered.



### Tips for Reading Drama

#### After You Read

7. Write down any words you do not understand. Look them up, and write down how the word is used in the poem.
8. In a journal, write your thoughts about the poem and its meaning. Include how you relate to the subject, what it means in the world you live in, and how it relates to your personal experiences

When you watch television, go to a movie, or attend a play, you are involved with drama. Reading a play is not the same as reading other forms of fiction. Drama is really made up of two parts:

- the dialogue or conversations among the characters
- the stage directions

Both are critical to understanding the author's message. To understand the story, you have to watch the characters' actions and listen to their words.

#### Before You Read

1. Preview the play's title and author. Ask yourself what you think it's going to be about. Also note the length, the number of acts and scenes, and the general layout.
2. The play will begin with a list of characters, the time, and the place. Read through this material first to get a better sense of the setting and people involved.

#### As You Read

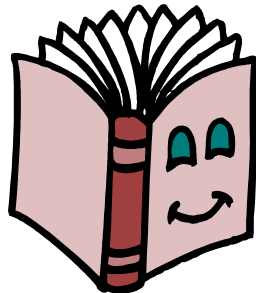
3. Read all stage directions carefully. Don't skip any. They give you specific information you will need to follow the plot.

## Reading Strategies for Career Academies and Career-Technical Education

4. In a log or notebook, jot down what happens in each scene after you read it. This will help you keep the characters' actions and motivations in mind. Organize your notes in three columns:
  - the character's name
  - the character's actions (what he/she did)
  - the character's motivations (why he/she did it)

### After You Read

5. Ask yourself what the main characters learned in the play. This “lesson” is the theme of the play — the point the author is trying to make through the characters' actions.
6. How does the lesson or theme relate to your life and your own experience? Write in a reader's journal about your personal connection to the theme.



### Reading Forms and Applications

When you apply for a job, get a driver's license, open a bank account, or apply to college, you begin by filling out a form or application. These forms provide valuable information that will be used by a company, school, or agency to identify you, serve your needs, or decide if you're the best candidate for a job or school.

So, reading carefully before you fill out forms is important. Following the directions exactly and answering the questions completely are critical. The tips for reading below also include tips for filling out the forms.

### Tips for Reading Forms and Applications

#### Before You Read

1. Be certain you have the correct form. Many forms and applications look similar, so read the title at the top of the form.
2. Skim and scan the form before you begin filling it out. Look for:
  - Key sections and headings: What type of information are you being asked to provide?
  - Specific terms and abbreviations
  - Use of space: How much space is allowed for each response? The amount of room may or may not indicate the length of the response expected. Sometimes you are allowed to respond on a separate page. If you have questions about this, ask the appropriate person.

#### As You Read

3. Don't begin writing immediately.
4. Read the form thoroughly and be sure you understand what information you are expected to include.
5. Make notes on possible responses and list the information you will have to find in order to fill out the form.
6. Pay attention to the details. For instance, does the space for your address include separate boxes for the city and state or should you write them together? Does the ZIP Code go in a separate box?

## Reading Strategies for Career Academies and Career-Technical Education

### After You Read

7. Before filling out the form, make a copy of it. Then use the copy as your rough draft. The first time you fill it out, you may make mistakes or want to revise what you wrote. With a copy, you have a second chance.
8. Gather all the information required before you begin filling out the final form. Do you need school addresses, employers' names and addresses, transcripts and grades, bank statements, check stubs, references? These details are necessary for the people who will review your form. Be thorough in your search and provide all the details and documentation requested.
9. Take notes and practice writing possible responses. Edit and revise your writing, and ask someone you trust to look over the form and make suggestions.
10. If you have a typewriter, use it instead of hand writing the responses. The application or form will look neater and be more impressive. Some forms can be found on the Internet and filled out on a computer.
11. If you have no access to a typewriter, practice printing the alphabet a couple of times before filling out the form. Write clearly and legibly; be sure you make the letters consistently the same.
12. If the form asks for answers in essay or paragraph form, write a rough draft and edit it before entering it onto the form. Pay careful attention to the directions. How long should the response be? What is the exact topic? Who will read this and how will they use it?
13. Always proofread the form or application before submitting it. The application is a representation of you and your skills. Misspelled words, errors in grammar, or missing information give a poor impression. Remember, you are filling out the form for a reason. To get the result you want, take the extra care forms and applications require.



Section III Tips on Reading Specific Text

**APPLICATION FOR EMPLOYMENT**  
(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

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**PERSONAL INFORMATION**

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
 SOCIAL SECURITY NUMBER \_\_\_\_\_

PRESENT ADDRESS \_\_\_\_\_

PERMANENT ADDRESS \_\_\_\_\_

PHONE NO. \_\_\_\_\_ ARE YOU 18 YEARS OR OLDER? Yes  No

ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS? Yes  No

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**EMPLOYMENT DESIRED**

POSITION \_\_\_\_\_ DATE YOU CAN START \_\_\_\_\_ SALARY DESIRED \_\_\_\_\_

ARE YOU EMPLOYED NOW \_\_\_\_\_ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? \_\_\_\_\_

EVER APPLIED TO THIS COMPANY BEFORE? \_\_\_\_\_ WHERE? \_\_\_\_\_ WHEN? \_\_\_\_\_

REFERRED BY: \_\_\_\_\_

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EDUCATION		COURSE OF STUDY	CHECK LAST YEAR COMPLETED				GRADUATE?
SCHOOL	NAME AND ADDRESS OF SCHOOL		1	2	3	4	
HIGH	_____	_____	1	2	3	4	<input type="checkbox"/> YES
	_____						<input type="checkbox"/> NO
COLLEGE	_____	_____	1	2	3	4	<input type="checkbox"/> YES
	_____						<input type="checkbox"/> NO
OTHER (SPECIFY)	_____	_____	1	2	3	4	<input type="checkbox"/> YES
	_____						<input type="checkbox"/> NO

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**GENERAL**

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK \_\_\_\_\_

SPECIAL SKILLS \_\_\_\_\_

ACTIVITIES: (CIVIC, ATHLETIC, ETC.) \_\_\_\_\_  
EXCLUDE ORGANIZATIONS, THE NAME OF WHICH INDICATES THE RACE, CREED, SEX, AGE, MARITAL STATUS, COLOR OR NATION OF ORIGIN OF ITS MEMBERS.

U.S. MILITARY OR NAVAL SERVICE \_\_\_\_\_ RANK \_\_\_\_\_ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES \_\_\_\_\_

# Reading Strategies for Career Academies and Career-Technical Education

<b>EMPLOYMENT RECORD</b> (GIVE LAST POSITION FIRST) (LIST ANY ADDITIONAL POSITIONS ON A SEPARATE SHEET)			
COMPANY	DATES EMPLOYED (MONTH & YEAR)	TYPE OF WORK YOU DID	REASON FOR LEAVING
NAME	FROM		
ADDRESS	TO		
CITY & STATE, ZIP CODE	FINAL EARNINGS \$ PER	NAME OF SUPERVISOR	
NAME	FROM		
ADDRESS	TO		
CITY & STATE, ZIP CODE	FINAL EARNINGS \$ PER	NAME OF SUPERVISOR	
NAME	FROM		
ADDRESS	TO		
CITY & STATE, ZIP CODE	FINAL EARNINGS \$ PER	NAME OF SUPERVISOR	

<b>PERSONAL REFERENCES</b>			
GIVE TWO REFERENCES, NOT RELATIVES OR FORMER EMPLOYERS, WHOM YOU HAVE KNOWN FOR AT LEAST ONE YEAR			
NAME	ADDRESS	PHONE	OCCUPATION

IN CASE OF EMERGENCY NOTIFY			
NAME	ADDRESS	PHONE NO.	

\*I CERTIFY THAT ALL THE INFORMATION SUBMITTED BY ME ON THIS APPLICATION IS TRUE AND COMPLETE, AND I UNDERSTAND THAT IF ANY FALSE INFORMATION, OMISSIONS, OR MISREPRESENTATIONS ARE DISCOVERED, MY APPLICATION MAY BE REJECTED AND, IF I AM EMPLOYED, MY EMPLOYMENT MAY BE TERMINATED AT ANY TIME. IN CONSIDERATION OF MY EMPLOYMENT, I AGREE TO CONFORM TO THE COMPANY'S RULES AND REGULATIONS, AND I AGREE THAT MY EMPLOYMENT AND COMPENSATION CAN BE TERMINATED, WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE, AT ANY TIME, AT EITHER MY OR THE COMPANY'S OPTION. I ALSO UNDERSTAND AND AGREE THAT THE TERMS AND CONDITIONS OF MY EMPLOYMENT MAY BE CHANGED, WITH OR WITHOUT CAUSE, AND WITH OR WITHOUT NOTICE, AT ANY TIME BY THE COMPANY. I UNDERSTAND THAT NO COMPANY REPRESENTATIVE, OTHER THAN ITS PRESIDENT, AND THEN ONLY WHEN IN WRITING AND SIGNED BY THE PRESIDENT, HAS ANY AUTHORITY TO ENTER INTO ANY AGREEMENT FOR EMPLOYMENT FOR ANY SPECIFIC PERIOD OF TIME, OR TO MAKE ANY AGREEMENT CONTRARY TO THE FOREGOING.\*

DATE	SIGNATURE

**DO NOT WRITE BELOW THIS LINE**

INTERVIEWED BY	DATE	
REMARKS:		
NEATNESS	ABILITY	
HIRED: <input type="checkbox"/> Yes <input type="checkbox"/> No	POSITION	
SALARY/WAGE	DATE REPORTING TO WORK	
APPROVED: 1.	2.	3.
EMPLOYMENT MANAGER	DEPT. HEAD	GENERAL MANAGER

## Section III Tips on Reading Specific Text

### Form W-4 (2004)

**Purpose.** Complete Form W-4 so that your employer can withhold the correct Federal income tax from your pay. Because your tax situation may change, you may want to refigure your withholding each year.

**Exemption from withholding.** If you are exempt, complete only lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2004 expires February 16, 2005. See **Pub. 505**, Tax Withholding and Estimated Tax.

**Note:** You cannot claim exemption from withholding if: (a) your income exceeds \$800 and includes more than \$250 of unearned income (e.g., interest and dividends) and (b) another person can claim you as a dependent on their tax return.

**Basic instructions.** If you are not exempt, complete the **Personal Allowances Worksheet** below. The worksheets on page 2 adjust your withholding allowances based on itemized

deductions, certain credits, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. **However, you may claim fewer (or zero) allowances.**

**Head of household.** Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals. See line **E** below.

**Tax credits.** You can take projected tax credits into account in figuring your allowable number of withholding allowances. Credits for child or dependent care expenses and the child tax credit may be claimed using the **Personal Allowances Worksheet** below. See **Pub. 919**, How Do I Adjust My Tax Withholding? for information on converting your other credits into withholding allowances.

**Nonwage income.** If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using

**Form 1040-ES**, Estimated Tax for Individuals. Otherwise, you may owe additional tax.

**Two earners/two jobs.** If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. Your withholding usually will be most accurate when all allowances are claimed on the Form W-4 for the highest paying job and zero allowances are claimed on the others.

**Nonresident alien.** If you are a nonresident alien, see the **Instructions for Form 8233** before completing this Form W-4.

**Check your withholding.** After your Form W-4 takes effect, use **Pub. 919** to see how the dollar amount you are having withheld compares to your projected total tax for 2004. See **Pub. 919**, especially if your earnings exceed \$125,000 (Single) or \$175,000 (Married).

**Recent name change?** If your name on line 1 differs from that shown on your social security card, call 1-800-772-1213 to initiate a name change and obtain a social security card showing your correct name.

#### Personal Allowances Worksheet (Keep for your records.)

<b>A</b>	Enter "1" for <b>yourself</b> if no one else can claim you as a dependent . . . . .	<b>A</b>	<u>      </u>
<b>B</b>	Enter "1" if: <div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <ul style="list-style-type: none"> <li>• You are single and have only one job; or</li> <li>• You are married, have only one job, and your spouse does not work; or</li> <li>• Your wages from a second job or your spouse's wages (or the total of both) are \$1,000 or less.</li> </ul> </div>	<b>B</b>	<u>      </u>
<b>C</b>	Enter "1" for your <b>spouse</b> . But, you may choose to enter "-0-" if you are married and have either a working spouse or more than one job. (Entering "-0-" may help you avoid having too little tax withheld.) . . . . .	<b>C</b>	<u>      </u>
<b>D</b>	Enter number of <b>dependents</b> (other than your spouse or yourself) you will claim on your tax return . . . . .	<b>D</b>	<u>      </u>
<b>E</b>	Enter "1" if you will file as <b>head of household</b> on your tax return (see conditions under <b>Head of household</b> above) . . . . .	<b>E</b>	<u>      </u>
<b>F</b>	Enter "1" if you have at least \$1,500 of <b>child or dependent care expenses</b> for which you plan to claim a credit . . . . .	<b>F</b>	<u>      </u>
<b>(Note: Do not include child support payments. See Pub. 503, Child and Dependent Care Expenses, for details.)</b>			
<b>G</b>	<b>Child Tax Credit</b> (including additional child tax credit): <ul style="list-style-type: none"> <li>• If your total income will be less than \$52,000 (\$77,000 if married), enter "2" for each eligible child.</li> <li>• If your total income will be between \$52,000 and \$84,000 (\$77,000 and \$119,000 if married), enter "1" for each eligible child plus "1" <b>additional</b> if you have four or more eligible children.</li> </ul>	<b>G</b>	<u>      </u>
<b>H</b>	Add lines A through G and enter total here. <b>Note:</b> This may be different from the number of exemptions you claim on your tax return. <span style="float: right;">▶</span>	<b>H</b>	<u>      </u>
	For accuracy, complete all worksheets that apply. <div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <ul style="list-style-type: none"> <li>• If you plan to <b>itemize or claim adjustments to income</b> and want to reduce your withholding, see the <b>Deductions and Adjustments Worksheet</b> on page 2.</li> <li>• If you have <b>more than one job</b> or are <b>married and you and your spouse both work</b> and the combined earnings from all jobs exceed \$35,000 (\$25,000 if married) see the <b>Two-Earner/Two-Job Worksheet</b> on page 2 to avoid having too little tax withheld.</li> <li>• If <b>neither</b> of the above situations applies, <b>stop here</b> and enter the number from line H on line 5 of Form W-4 below.</li> </ul> </div>		

----- Cut here and give Form W-4 to your employer. Keep the top part for your records. -----

Form <b>W-4</b> <small>Department of the Treasury Internal Revenue Service</small>	<b>Employee's Withholding Allowance Certificate</b> ▶ Your employer must send a copy of this form to the IRS if: (a) you claim more than 10 allowances or (b) you claim "Exempt" and your wages are normally more than \$200 per week.	OMB No. 1545-0010 <div style="font-size: 2em; font-weight: bold; text-align: center;">2004</div>
1 Type or print your first name and middle initial	Last name	2 Your social security number
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withheld at higher Single rate. <small>Note: If married, but legally separated, or spouse is a nonresident alien, check the "Single" box.</small>
City or town, state, and ZIP code		4 If your last name differs from that shown on your social security card, check here. You must call 1-800-772-1213 for a new card. ▶ <input type="checkbox"/>
5 Total number of allowances you are claiming (from line H above or from the applicable worksheet on page 2)	5 <u>      </u>	
6 Additional amount, if any, you want withheld from each paycheck . . . . .	6 \$ <u>      </u>	
7 I claim exemption from withholding for 2004, and I certify that I meet <b>both</b> of the following conditions for exemption: <ul style="list-style-type: none"> <li>• Last year I had a right to a refund of <b>all</b> Federal income tax withheld because I had <b>no</b> tax liability <b>and</b></li> <li>• This year I expect a refund of <b>all</b> Federal income tax withheld because I expect to have <b>no</b> tax liability.</li> </ul> If you meet both conditions, write "Exempt" here . . . . . ▶ <u>      </u>		
<small>Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or I am entitled to claim exempt status.</small>		
<b>Employee's signature</b> <small>(Form is not valid unless you sign it.) ▶</small>		
<b>Date ▶</b>		
8 Employer's name and address (Employer: Complete lines 8 and 10 only if sending to the IRS.)	9 Office code (optional)	10 Employer identification number (EIN)

For Privacy Act and Paperwork Reduction Act Notice, see page 2.

Cat. No. 10220Q

Form **W-4** (2004)

# Reading Strategies for Career Academies and Career-Technical Education

## Deductions and Adjustments Worksheet

**Note:** Use this worksheet **only** if you plan to itemize deductions, claim certain credits, or claim adjustments to income on your 2004 tax return.

- 1 Enter an estimate of your 2004 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes, medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 2004, you may have to reduce your itemized deductions if your income is over \$142,700 (\$71,350 if married filing separately). See **Worksheet 3** in Pub. 919 for details.) . . . . . 1 \$ \_\_\_\_\_
- 2 Enter:  $\left\{ \begin{array}{l} \$9,700 \text{ if married filing jointly or qualifying widow(er)} \\ \$7,150 \text{ if head of household} \\ \$4,850 \text{ if single} \\ \$4,850 \text{ if married filing separately} \end{array} \right\}$  . . . . . 2 \$ \_\_\_\_\_
- 3 **Subtract** line 2 from line 1. If line 2 is greater than line 1, enter "-0-" . . . . . 3 \$ \_\_\_\_\_
- 4 Enter an estimate of your 2004 adjustments to income, including alimony, deductible IRA contributions, and student loan interest . . . . . 4 \$ \_\_\_\_\_
- 5 **Add** lines 3 and 4 and enter the total. (Include any amount for credits from **Worksheet 7** in Pub. 919) . . . . . 5 \$ \_\_\_\_\_
- 6 Enter an estimate of your 2004 nonwage income (such as dividends or interest) . . . . . 6 \$ \_\_\_\_\_
- 7 **Subtract** line 6 from line 5. Enter the result, but not less than "-0-" . . . . . 7 \$ \_\_\_\_\_
- 8 **Divide** the amount on line 7 by \$3,000 and enter the result here. Drop any fraction . . . . . 8 \_\_\_\_\_
- 9 Enter the number from the **Personal Allowances Worksheet**, line H, page 1 . . . . . 9 \_\_\_\_\_
- 10 **Add** lines 8 and 9 and enter the total here. If you plan to use the **Two-Earner/Two-Job Worksheet**, also enter this total on line 1 below. Otherwise, **stop here** and enter this total on Form W-4, line 5, page 1 . . . . . 10 \_\_\_\_\_

### Two-Earner/Two-Job Worksheet (See Two earners/two jobs on page 1.)

**Note:** Use this worksheet **only** if the instructions under line H on page 1 direct you here.

- 1 Enter the number from line H, page 1 (or from line 10 above if you used the **Deductions and Adjustments Worksheet**) . . . . . 1 \_\_\_\_\_
- 2 Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here . . . . . 2 \_\_\_\_\_
- 3 If line 1 is **more than or equal to** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter "-0-") and on Form W-4, line 5, page 1. **Do not** use the rest of this worksheet . . . . . 3 \_\_\_\_\_

**Note:** If line 1 is **less than** line 2, enter "-0-" on Form W-4, line 5, page 1. Complete lines 4-9 below to calculate the additional withholding amount necessary to avoid a year-end tax bill.

- 4 Enter the number from line 2 of this worksheet . . . . . 4 \_\_\_\_\_
- 5 Enter the number from line 1 of this worksheet . . . . . 5 \_\_\_\_\_
- 6 **Subtract** line 5 from line 4 . . . . . 6 \_\_\_\_\_
- 7 Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here . . . . . 7 \$ \_\_\_\_\_
- 8 **Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding needed . . . . . 8 \$ \_\_\_\_\_
- 9 Divide line 8 by the number of pay periods remaining in 2004. For example, divide by 26 if you are paid every two weeks and you complete this form in December 2003. Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck . . . . . 9 \$ \_\_\_\_\_

**Table 1: Two-Earner/Two-Job Worksheet**

Married Filing Jointly			Married Filing Jointly			All Others	
If wages from <b>HIGHEST</b> paying job are—	AND, wages from <b>LOWEST</b> paying job are—	Enter on line 2 above	If wages from <b>HIGHEST</b> paying job are—	AND, wages from <b>LOWEST</b> paying job are—	Enter on line 2 above	If wages from <b>LOWEST</b> paying job are—	Enter on line 2 above
\$0 - \$40,000	\$0 - \$4,000	0	\$40,001 and over	31,001 - 38,000	6	\$0 - \$6,000	0
	4,001 - 8,000	1		38,001 - 44,000	7		6,001 - 11,000
	8,001 - 17,000	2		44,001 - 50,000	8	11,001 - 18,000	2
	17,001 and over	3		50,001 - 55,000	9	18,001 - 25,000	3
\$40,001 and over	\$0 - \$4,000	0		55,001 - 65,000	10	25,001 - 31,000	4
	4,001 - 8,000	1		65,001 - 75,000	11	31,001 - 44,000	5
	8,001 - 15,000	2		75,001 - 85,000	12	44,001 - 55,000	6
	15,001 - 22,000	3		85,001 - 100,000	13	55,001 - 70,000	7
	22,001 - 25,000	4		100,001 - 115,000	14	70,001 - 80,000	8
	25,001 - 31,000	5		115,001 and over	15	80,001 - 100,000	9
						100,001 and over	10

**Table 2: Two-Earner/Two-Job Worksheet**

Married Filing Jointly		All Others	
If wages from <b>HIGHEST</b> paying job are—	Enter on line 7 above	If wages from <b>HIGHEST</b> paying job are—	Enter on line 7 above
\$0 - \$60,000	\$470	\$0 - \$30,000	\$470
60,001 - 110,000	780	30,001 - 70,000	780
110,001 - 150,000	870	70,001 - 140,000	870
150,001 - 270,000	1,020	140,001 - 320,000	1,020
270,001 and over	1,090	320,001 and over	1,090

**Privacy Act and Paperwork Reduction Act Notice.** We ask for the information on this form to carry out the Internal Revenue laws of the United States. The Internal Revenue Code requires this information under sections 3402(f)(2)(A) and 6109 and their regulations. Failure to provide a properly completed form will result in your being treated as a single person who claims no withholding allowances; providing fraudulent information may also subject you to penalties. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation, to cities, states, and the District of Columbia for use in administering their tax laws, and using it in the National Directory of New Hires. We may also disclose this information to Federal and state agencies to enforce Federal nontax criminal laws and to combat terrorism.

You are not required to provide the information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB

control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by Code section 6103.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping**, 46 min.; **Learning about the law or the form**, 13 min.; **Preparing the form**, 59 min. If you have comments concerning the accuracy of these time estimates or suggestions for making this form simpler, we would be happy to hear from you. You can write to the Tax Products Coordinating Committee, Western Area Distribution Center, Rancho Cordova, CA 95743-0001. **Do not** send Form W-4 to this address. Instead, give it to your employer.





### Reading Graphs, Charts, Tables, and Timelines

Often, textbooks, reference books, and articles have data represented in charts, tables, graphs, or timelines. Important information is shown in these visuals, so it's imperative to study these graphics carefully. Even more critical, tests may have questions based on data in charts, tables, and graphs, so practicing this reading skill is essential for test preparation.

Graphics make complex information easier to read and understand. Different graphics are used for different purposes: **Charts and graphs** help organize information or categorize and compare data.

They come in many shapes and sizes. Generally, they use columns, lines, geometric shapes, symbols, and pictures to show the information.

**Tables** help represent data, especially numerical data, in an organized way. Information is presented in columns and rows. This format makes it easy to compare information over a period of time.

**Timelines** place events in chronological order. They may integrate different categories of information, such as corporate earnings along side new product introductions and tax write-offs.

### Tips for Reading Graphs

#### Before You Read

1. Read the title or heading of the visual first. This will indicate the topic of the graphic or the type of information presented.
2. Next read all the labels on the visual. These are usually written along the vertical and horizontal axes of the chart or table. The labels tell you what each line, mark, or section on the graphic represents.
3. Read any other text that has been written on or around the graphic. Writers often provide short explanations for the different parts of the graphic.
4. Lines or sections on the graphic may be printed in different colors or patterns. Look for a key to tell you what the different colors mean. Each color represents a different category of data.
5. Symbols may also be used to represent information. Look for a key to tell you what the symbols mean.

#### As You Read

6. Take notes on the data you found in the chart, table, timeline, or graph. This will help you keep the information organized.

#### After You Read

7. Analyze the data you gathered and determine what conclusions you can draw based on the data.

## Reading Strategies for Career Academies and Career-Technical Education

- Remember that valuable information is contained in the visual representations of data. You may be tested on items found there.

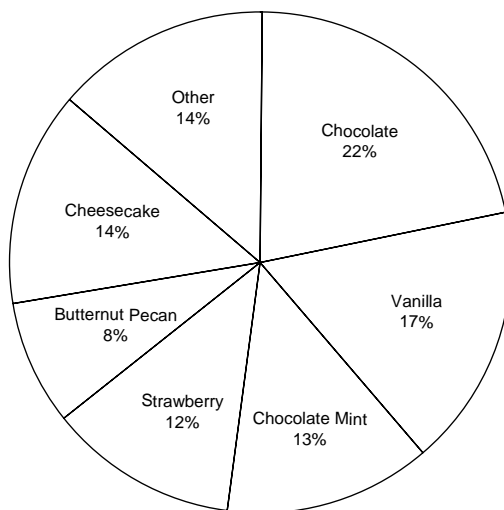
When writers want to show how a part of something relates to a whole, they use a pie chart, or circle graph. This is a circle divided into sections, which are often shown in different colors. The sections show percentages, relative sizes, or proportions of specific data as it relate to the whole pie, or 100 percent.

### Tips for Reading Pie Charts

When you read a pie chart, be sure to:

- Read the labels for each section of the pie.
- Analyze the relationships between the parts and the whole.
- Notice the different colors and what they represent.
- Think about the significance of the size of each section of the circle. How do the sections relate to each other? How do they correspond to the written data?

**Chuck Wagon Ice Cream Sales (1st Quarter)**

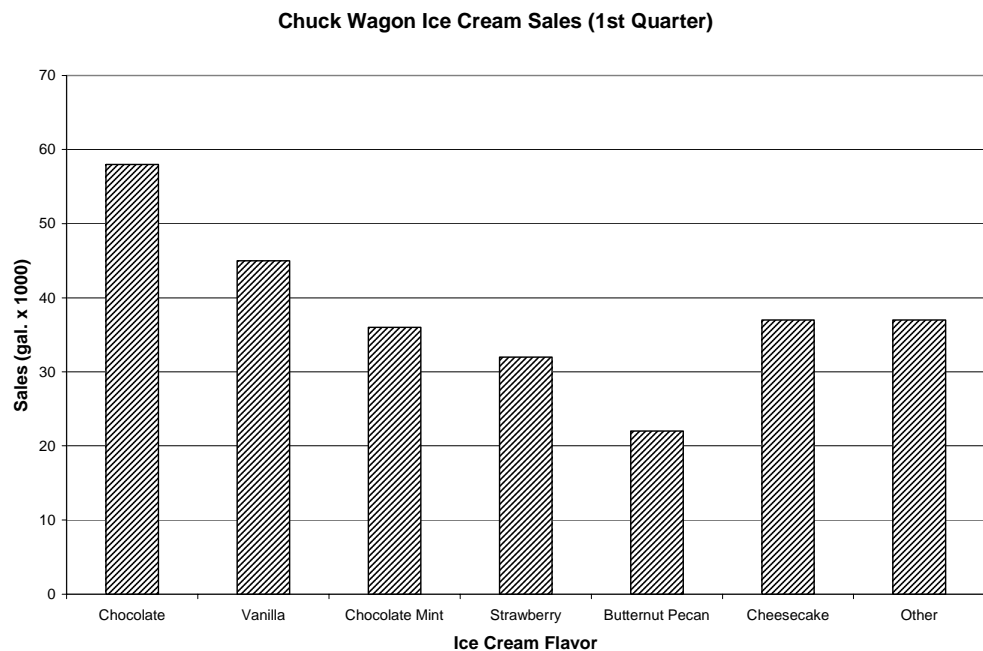


## Tips for Reading Bar Graphs

Bar graphs show relationships between groups or categories of information. The data is represented by color or shade-coded bars. These graphs show data for only one point in time.

When you read a bar graph, be sure to:

- Read the labels on each axis of the graph.
- Read the markings on each axis to determine the numeric values represented.
- Determine the value or amount that each bar represents.
- Analyze the relationships among all the lines. Determine how they compare/contrast to one another.



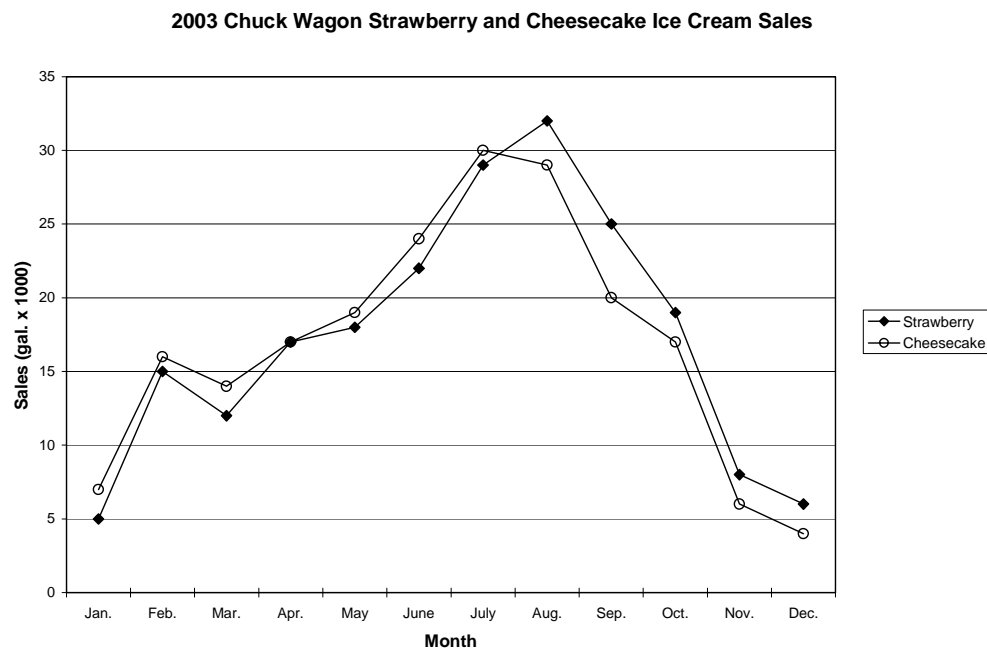
## Reading Strategies for Career Academies and Career-Technical Education

A line graph shows continuing data or changes in data over time. Line graphs are used to show rates of change or market trends. They can also compare data for more than one product or contrast performance or growth.

### Tips for Reading Line Graphs

When you read a line graph, be sure to:

- Read the labels for the horizontal (X) axis. The X axis shows you the time periods.
- Read the labels for the vertical (Y) axis. The Y axis shows you what is being measured.
- To read a line graph, start at the bottom left. Read up and then across to the right.
- Analyze the relationships among the data.



## Section III Tips on Reading Specific Text

### Tips for Reading Tables

A table is a listing of data about a specific subject in an easy-to-use format. Showing data in a table allows a researcher to summarize and organize a significant amount of information in an efficient and compact way. The data is lined up in columns and rows, with headings identifying what the data represents. This format makes it easy to survey and compare as you analyze the data.

When you read a table, be sure to:

- Read the title, the column headings, and the row headings.
- Read down the far left column first to determine how the table is organized.
- Determine the meaning of abbreviations or symbols used.
- Determine the timeframe of the table.
- To find specific information you are looking for, read down the left column until you come to a description of your data; then read across to the column that contains the specific information you need.
- Analyze the patterns you see in the table and the differences from one column to the next.

2003 Chuck Wagon Ice Cream Sales  
(gallons x 1000)

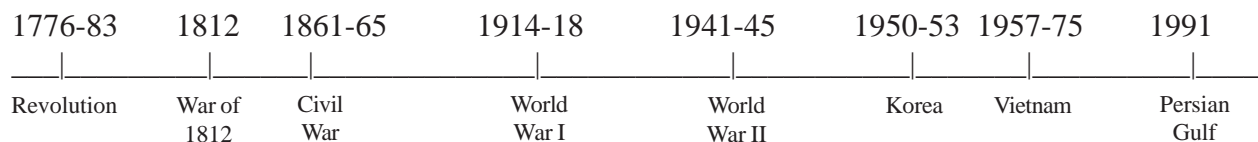
Month	Strawberry	Cheesecake	Chocolate	Vanilla	Chocolate Mint	Butternut Pecan	Other
January	5	7	16	10	9	5	8
February	15	16	19	16	12	7	12
March	12	14	23	19	15	10	17
April	17	17	24	23	16	13	15
May	18	19	26	27	22	15	19
June	22	24	27	31	26	19	21
July	29	30	33	30	29	19	25
August	32	29	36	35	30	21	27
September	25	20	29	30	25	18	19
October	19	17	27	26	18	15	17
November	8	6	16	14	9	11	12
December	6	4	9	10	7	5	4

## Reading Strategies for Career Academies and Career-Technical Education

A timeline presents a series of events in chronological order along a line. It is commonly used to show the relationships among events or significant moments in the past.

### Tips for Reading Timelines

- Read the title of the timeline to identify the broad spectrum it covers.
- Identify the beginning and end dates to see what period the author has covered.
- Next, determine whether the timeline includes more than one set of information. For instance, the timeline may *integrate an event with other data* that occurred in the same time period. An invention may have made an event easier. Discovery of a chemical element may be tied to an economic change. A war may have inspired the writing of a document.
- Analyze the relationships between the events. Do you see a cause-effect relationship? Are there any missing events that would change the nature of the timeline if included?
- Timelines can be converted to a table showing the event and the year it occurred. They are helpful when studying a period of time, such as the Renaissance, and keeping the events in order.



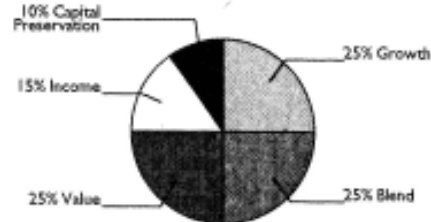
## Section III Tips on Reading Specific Text

### PORTFOLIO BREAKDOWN

Your current account balance by investment style



Suggested allocations for an investor your age: 40 to 60



13% of portfolio invested internationally/globally

The hypothetical pie chart on the right reflects optimal combinations of assets, considering the time horizon remaining to age 65, historical inflation rates and risk and return relationships of the asset classes shown and is not intended as investment advice. No other assumptions have been made. When comparing the pie chart to your situation, consider your other assets, income and investments, e.g., the equity in your home, other retirement plan and IRA assets and your savings, in addition to your plan account. Please consult a financial advisor to review your financial situation. Call the toll-free number on this page if you wish to change your allocations.

### INVESTMENT PERFORMANCE

Total return at NAV for the period ended September 30, 2003.

	Last Quarter	YTD	1 Year	3 Year Annualized	5 Year Annualized	10 Year/ Life Annualized
<b>Growth</b>						
Artisan Mid Cap Fund (Began 06/27/1997)	6.01 %	18.20 %	27.52 %	-7.85 %	17.94 %	19.08 %
Putnam New Opportunities Y	4.90 %	21.14 %	29.16 %	-25.01 %	-0.75 %	7.28 %
Putnam Voyager Fund Y	3.59 %	14.94 %	20.93 %	-17.48 %	1.74 %	8.55 %
Thomson Stock	-3.44 %	16.96 %	26.53 %	-5.20 %	6.72 %	13.45 %
<b>Blend</b>						
BGI Extended Market Fund K	7.55 %	25.95 %	32.81 %	-6.73 %	7.21 %	8.96 %
BGI Equity Index Fund H	2.61 %	14.60 %	24.25 %	-10.17 %	0.96 %	10.00 %
Frank Russell Small Cap Fund (Began 01/01/1997)	7.38 %	25.49 %	33.06 %	-0.57 %	9.92 %	10.12 %
Putnam Intl Equity Fund Y	5.69 %	12.41 %	21.63 %	-9.56 %	6.26 %	9.17 %
<b>Value</b>						
Templeton Foreign Equity	9.86 %	21.00 %	29.85 %	-3.22 %	4.40 %	7.62 %
T. Rowe Price Value Fund (Began 09/30/1994)	3.82 %	13.50 %	24.65 %	1.98 %	6.68 %	13.44 %
George Putnam Fund of Boston Y	0.56 %	9.10 %	16.41 %	1.97 %	3.91 %	8.66 %
Putnam Growth and Income Y	0.76 %	12.49 %	23.13 %	-3.70 %	1.88 %	8.72 %
<b>Income</b>						
BGI US Debt Index Fund K (Began 01/03/1994)	-0.21 %	3.81 %	5.46 %	8.97 %	6.56 %	6.79 %
PIMCO Total Return Fund II	-0.39 %	4.24 %	6.22 %	9.54 %	6.75 %	7.27 %
<b>Capital Preservation</b>						
Putnam Stable Value Fund	1.14 %	3.41 %	4.62 %	5.28 %	5.59 %	5.80 %

PAGE 3 OF 5



**PUTNAM INVESTMENTS**



For more information visit us on the web at [www.shapeyourworld.com](http://www.shapeyourworld.com) or call 1-800-457-1670

DFR52228956-00004076 008243

## Graphs, Charts, Tables and Timelines Handout

### Reading Bar Graphs

Bar graphs show relationships between groups or categories, represented by color codes or shades.

Tips:

- Read labels
- Determine value or amount that each bar represents
- Analyze the relationship among all the lines

### Reading Timelines

Timelines shows a series of events in chronological order. They are helpful when showing a period of time and keeping events in order.

Tips:

- Read title of timeline to identify the broad spectrum of events it covers
- Identify beginning and end dates
- Analyze relationships between events, for example, do they show a cause and effect relationship?

### Reading Tables

Tables summarize and organize a significant amount of information in a compact way. Data is lined up in columns and rows, and you can compare and survey as you analyze.

Tips:

- Read the title and column and row headings
- Read down the left column and read across to get specific information
- Analyze patterns



## Student Activity

**Strategy:** Reading Graphs, Charts, Tables and Timelines

**Curriculum:** Business

**Course:** Financial Planning

**Lesson:** Reading Financial Pages and 401k Statements

**Objective:** Students will understand how to interpret and analyze charts, tables, graphs, and time lines as presented in 401k statements and financial pages of newspapers and Web sites.

**Activity:** After teaching the strategy, students will answer the following questions from a 401k statement:

1. What is the suggested allocation of growth stocks for this investor?
2. What investments have performed the best year-to-date for each style of investing?
3. Which stock has performed the best over 10 year annualized life for each style of investing.
4. Based on your prior knowledge of investments is this investor risky or conservative? Explain your answer.

## Reading Strategies for Career Academies and Career-Technical Education

### Reading Instructions

In our do-it-yourself world, we often find ourselves faced with the challenging task of assembling a piece of furniture, setting up a sound system, or learning new software. Good instructions

outline exactly how to do something in a series of clear, logical steps. Knowing how to read these instructions can save you time, money, and frustration.

### Tips for Reading Instructions

#### Before You Read

1. Preview the instructions. Look for words in bold and for any lists that are included to help you. Then answer the following questions:
  - Is a list of parts included?
  - Do you have all the parts listed?
  - How are the instructions formatted?
  - Which step comes first?
2. Identify the items you need to complete the assembly or process outlined. Before beginning to construct the product, be sure you have gathered all the necessary tools.

#### As You Read

3. Take a few minutes to read through every word and every line of the entire sheet. Do not start the process without reading all the instructions first.
4. While reading, underline or highlight key words and phrases. This will help you find them later. You might even want to read the instructions out loud as you underline.
5. Carefully study each diagram. Notice the details in the drawings, and match your parts to those shown in the picture. This will help when you start the assembly.
6. Now start the steps. Do each step separately, and read the directions over again after performing the step. In this way, you will be sure to

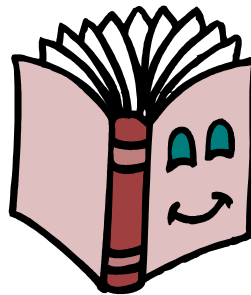
## Section III Tips on Reading Specific Text

have completed each step correctly before moving to the next one. Study any diagrams again and compare them to your work. Check off each step as it is completed.

7. If you have trouble at any point, stop immediately and read the directions again. It can help to read them out loud: “I place Tab X into Slot Z. Now I turn it over and do the other side.”
8. For further assistance, search for a technical support phone number or a Web address for help. This service may be provided with your purchase. Don’t be embarrassed to ask for help. When you contact technical support, be prepared to communicate clearly verbally (phone) or in writing (online) what you have done and what problems you’re experiencing.
9. Don’t try to hurry the process. The time you spend studying instructions during the assembly process pays off when everything works out as expected.

### After You Read

10. Relax and enjoy your purchase and your sense of accomplishment.



## Reading Strategies for Career Academies and Career-Technical Education

### Reading Lab Directions

Labs are based on one general premise — proving or disproving a prediction or hypothesis. In order to produce results, you have to read closely and follow directions precisely. In the workplace, you'll need the same skills. You will be reading operating manuals or memos with directions full of facts, details, and technical vocabulary.

These directions must be followed exactly to produce the results your employer expects.

Many tests require you to follow directions, summarize, and make predictions. Lab directions provide opportunities for you to develop these skills.

### Tips for Reading Lab Directions

#### Before You Read

1. Become familiar with the concept of the lab. Read the title of the lab sheet or text, and examine any pictures or diagrams.
2. Become familiar with the Prediction Map (sample provided). This tool will help you read, process, and learn new information. It gives you a framework to set your purpose for reading.
3. Complete the first two sections of the Prediction Map. For Prediction, write what you believe will be the outcome of the lab experience. For Known Information to Make Prediction, write what you already know or understand about the concept to be tested or experienced.

#### As You Read

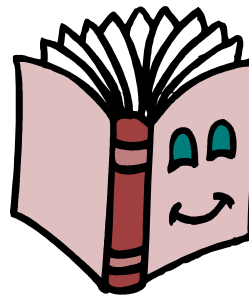
4. Read the assigned text segment or directions on the lab sheet.
5. Discuss the steps, terms, and equipment with your partner to make sure you both have the same understanding. If there is any disagreement or confusion, read the directions again and discuss as you read.
6. Complete the activity, referring to the directions as needed.

## Section III Tips on Reading Specific Text

### After You Read

7. Evaluate your predictions in light of what you've learned from the activity and reading assignment. Complete the last two sections on the map, Was Prediction Accurate? and What Made Prediction Accurate or Inaccurate?
8. On the Prediction Tree (sample provided), write a one-sentence summary of the concept you've learned in the box labeled Concept To Be Summarized.
9. Use the Prediction Tree headings (Beginning of Activity, Middle of Activity, and End of Activity) as an outline to write a summary of the new concept learned through the activity.

SOURCE  
Bowers, Patricia.  
*Reading in Science*.  
Chapel Hill, NC:  
UNC Press, 2002



**Prediction Map**

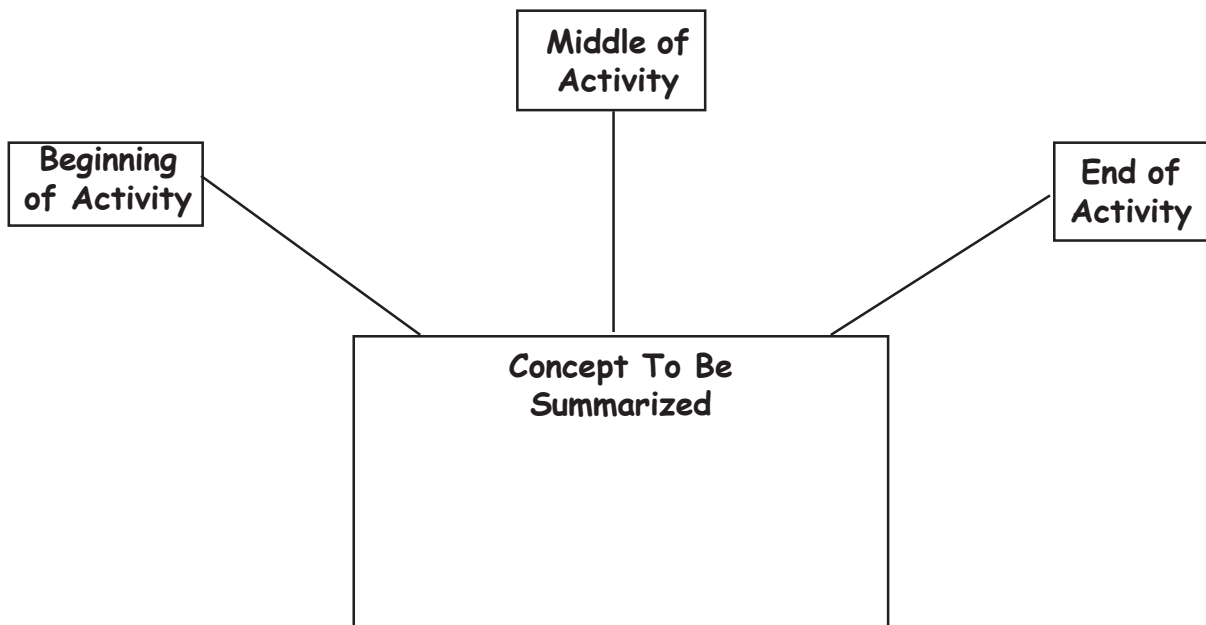
Prediction

Known Information to Make Prediction

Was Prediction Accurate?  Yes or  No

What Made Prediction Accurate or Inaccurate?

**Prediction Tree**



## Reading Maps

A map can show you where something is and what the terrain is (mountains, water, etc.). Textbooks use maps to present information in a visual form.

It's important to master map reading because maps are used in the

workplace, for driving and planning trips, and in newspapers and magazines. Maps often hold information that can help you understand more about what you're reading.

### Tips for Reading Maps

#### Before You Read

1. Determine the type of map you're reading. Each type of map has its own purpose. A map can show locations, physical features, political boundaries, (such as borders separating countries or voting districts), natural features (such as lakes and seas), etc. Your map may be:
  - **Demographic:** Shows who lives where (race, age, culture); how they vote; what they earn; etc.
  - **Historical:** Shows events and political boundaries: where they were, where they moved.
  - **Physical:** Shows physical features, such as land elevations, rivers, and lakes.
  - **Political:** Shows political units, such as boundaries between congressional districts.
  - **Road/Travel:** Shows roads and highways.
  - **Thematic:** Shows information on specific topics, such as climate, population density, natural resources, etc.
2. Maps often show information in the context of a specific time and place. Preview the title and other notations on the map to determine the time and place before reading the map.

#### As You Read

3. First, read the title to understand the main idea of the map.
4. Read the legend, or map key. This tells you what the symbols and color-coding on the map mean. The scale shows how to judge distance in terms of miles and kilometers.

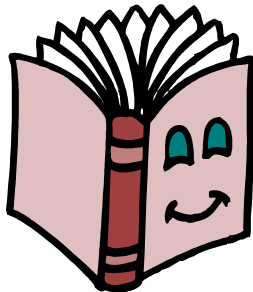
## Reading Strategies for Career Academies and Career-Technical Education

5. Read all the labels to get an overall sense of what the map is intended to show.
6. As you view or read the map, try to put into your own words what the map is showing.

### After You Read

7. Turn the map over or close the book. Write down all the important details you remember from the map.
8. Now answer the question, “How does this map connect with or support the text you’re reading?”
9. Write down any questions you may still have about the map.
10. Open the book or turn over the map to check the accuracy of the details and connections you wrote down from memory. Also see if you can answer any of the questions you still had about the map.

Remember, map reading is like any skill. The more experience you have reading maps, the better your understanding of map information will become.





## Reading News Stories

To find out what's happening in your community, the nation, and the world, you can turn to news reports. You can find news stories in newspapers and magazines and at news sites on the Internet. These news sources can be a great help when you do research for class assignments.

Because news stories are sometimes biased by the politics and beliefs of the writer, it is important to read critically and form your own opinions. The following process can help you evaluate information in a news story.

### Tips for Reading News Stories

#### Before You Read

1. **Set a Purpose.** Your purpose is to find out what the news story has to say about a topic. Setting the purpose involves asking **who, what, where, when, why,** and **how** questions about the story. Write down your questions about the topic before you begin reading.

As you read, you may find that your questions change as you learn new information. Make a note of your new questions and continue reading the article.

2. **Preview.** The most important information is usually in the beginning of the story, or the **lead**. The lead may be a sentence or several paragraphs. Begin by skimming the lead. Next, preview the headline and first paragraph. Make note of any key words, repeated words, and repeated phrases.
3. **Plan.** Prepare to identify and record basic facts when you begin reading. You will want to take notes, highlight text, or underline as you look for answers to your **who, what, where, when, why,** and **how** questions.



Most news stories use an inverted pyramid model. The **lead** is the top of the pyramid and comes first. It establishes what the story is all about and answers those **who, what, where, why, when,** and **how** questions. Some stories open with an **indirect, or soft, lead**. This may include quotes, anecdotes, or related stories. The next layer of the pyramid is most important details. The third layer is less important details. The fourth layer is the least important details.

# Reading Strategies for Career Academies and Career-Technical Education

## As You Read

4. Understanding how news stories are organized can help you read more effectively. The most important information should always come first.
5. Begin reading the article. As you read, note facts and details that answer your purpose questions.
6. Watch for opinions. Are facts, details, or opinions well supported?
7. Critical reading is important as you look for evidence to support answers to your questions. As you read, evaluate the credibility of the author. Remember it is the author's job to convince you of the "facts."

Skeptical readers ask the following questions:

- What evidence is presented?
  - Are the sources reliable?
  - Is the evidence convincing?
  - Is the writer credible or believable?
  - Is there another side to the story?
8. Consider how you can **connect** your own life to the story. How does this information apply to you? These connections can lead to some important questions and shape your response to the story.

## After You Read

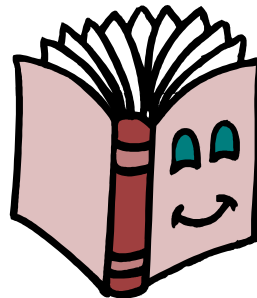
9. **Pause and Reflect.** After reading the news story, take time to think about what you learned. Ask yourself these questions to evaluate your own understanding:

## Section III Tips on Reading Specific Text

- Can I give my own opinion of the story?
- Did I meet my purpose for reading?
- Can I state the reporter’s main idea in my own words?
- Did I understand the facts?

If you are unable to answer “yes” to any of these questions, reread the story.

10. **Summarize.** Use your own words to retell the **most important** ideas in the story. Skim each paragraph and write down the main ideas.
11. **Remember.** Creating a **cause-effect graphic organizer**, such as a fishbone, can help you remember the news story.
12. **Learn More.** Use the Internet or other news sources to learn more about the topic. Many newspapers and magazines provide links for further reading and exploration.



### Reading Nonfiction

Nonfiction is perhaps the broadest category of writing in today's world. It is the language of reporting facts, delivering a message, recording information, directing others, and offering opinions.

The football game scores in the sports section of the newspaper and a magazine article about the summer concert schedule are **expository nonfiction**. This type of nonfiction is factual and informative. It may contain data and research.

The diary of a famous person or a personal account of an expedition up Mount Everest is **narrative nonfiction**. The story is told from the author's point of view and tends to be more personal in nature.

In either case, when you read nonfiction, it's important to read critically to determine if the facts are unbiased and the reporting is balanced.

### Tips for Reading Expository Nonfiction

Expository nonfiction can be divided into six different groups, based on the author's purpose:

- Writing to **recount** or retell events, such as news stories and magazine articles.
- Writing to **report** on or describe the way things are/were, such as encyclopedia and almanac articles.
- Descriptions of **procedures**, such as recipes, user guides, and how-to books.
- Explanations of **processes**, like instructions or manuals.
- **Persuasive** writing to promote something or convince someone of a viewpoint, such as editorials, advertisements, and brochures.
- **Discussions** of issues, such as articles that present both the pro and con of a controversial topic.

### Before You Read

1. Determine your purpose for reading the article. What do you want to learn?
2. Think about what you already know about this topic. This will give you a framework as you read.
3. Skim the article to see how the text is organized. How are headings and graphics used to divide or categorize information?

## Section III Tips on Reading Specific Text

### As You Read

4. Read critically. Look at how the facts are presented. What do they mean? How convincing are they? Is something left out that is needed for believability?
5. Ask yourself questions about the author. Is he/she telling you the whole story or only part? Do you doubt what he/she is saying? Does the author back up what is said with data to support it?
6. Take notes on your thoughts, answering these questions:
  - Why did the author write this piece?
  - What does the author want to point out?
  - What does the author want me to believe after reading it?
  - What do I know about this author?
  - Does this author make sense?
  - What bias might this author have?
  - Is the author writing from personal experience or as an outside observer?
  - Why do I trust or distrust this author?
7. Nonfiction usually includes facts and data. To help keep the information organized in your mind, make a Reading Response Sheet with three columns: *Facts*, *Questions I Have*, and *My Notes*. As you read, fill in the sheet with the facts the author includes and the questions you have that you will want to pursue after reading. In the last column, write your thoughts and opinions about what you are reading.
8. Rereading the nonfiction piece may be necessary to help you remember the facts.

## Reading Strategies for Career Academies and Career-Technical Education

### After You Read

9. If you are reading the nonfiction piece for a school assignment or for research, it is helpful to take notes on the information. Organize your notes to include:
  - the main point of the article or the author's thesis
  - a list of evidence the author presents
  - sources of the evidence
  - your thoughts and opinions on the points the author makes
10. Look over the questions you asked as you read. Are the answers clear now? Reread parts of the article to find the answers. Questions without answers will require further research in another article.
11. Write a summary of the article to help you remember the main points.
12. Use the Reading Response Sheet and summary as your study guide.

Reading about people's lives and their experiences can be very entertaining. Bookstores today have more narrative nonfiction books, such as memoirs, biographies, autobiographies, diaries, journals, and essays, than ever before. This form of writing is becoming increasingly popular.

**Tips for  
Reading  
Narrative  
Nonfiction**

### Before You Read

1. Consider what you already know about the person and what you expect to learn from reading the narrative.
2. Preview the layout of the article or the book. Does it have an introduction or preface? These often contain information on how the book was designed and researched. Are pictures included? Is there information on the author and his/her reason for writing the narrative?

## Section III Tips on Reading Specific Text

3. Skim the Table of Contents to see how the book is organized. This will help you follow the author’s plan and predict what happens next as you read.

### As You Read

4. Make a three-column Reading Response Sheet with the headings, *Actions and Behavior*, *Feelings and Thoughts*, and *Other People’s Reactions*. Make notes on this sheet about the person’s actions and feelings and about how others responded to him/her to help you understand and remember facts and scenes from the book.
5. On another sheet, write questions you have after each chapter or division in the text. As you discover answers further on in the reading, jot down that information.
6. Ask yourself questions about whether this person is giving a factual account of what happened. Or is he/she “bending” the facts for a specific purpose, such as making him/herself appear heroic or making significant negative events appear less important?

### After You Read

7. Design a timeline of the person’s life to help you review the chronological events of his/her life.
8. Relate the author’s experiences to your own by reviewing the Reading Response Sheet and making notes on times when you felt that way or experienced something similar in your life.
9. Write a summary of the things you learned about yourself and about life in general through reading about this person’s experiences. What can others learn from reading about this person?



## Reading Strategies for Career Academies and Career-Technical Education

### Reading Operating Manuals

Before you hook up your new computer, you should first read the manual that comes with it. Operating manuals tell you how to use the product or complete the task. They also tell you how to use equipment safely. With technology, everyone needs to read and understand manuals.

Reading manuals is often a major requirement in entry-level jobs. Careful reading and complete understanding are necessary to make sure that the systems work properly and effectively.

### Tips for Reading Operating Manuals

#### Before You Read

1. Identify your purpose or reason for reading the instructions. Do you want it to work the first time? If so, this is your purpose for reading carefully. Have you already operated similar equipment? Then you will want to read the instructions to determine similarities and differences with your prior experience.
2. Think about what you already know about this process. What experience do you already have that connects with what you're about to learn?
3. Skim or preview the following items:
  - Steps and bulleted lists in the instructions give a general idea of the process outlined.
  - Diagrams and graphics show various parts or processes, as well as the end product.
  - Titles and subheadings give a sense of important content covered.
  - Keywords in boldface or capital letters highlight important terms and may also signal definitions.

#### As You Read

4. Read word for word and line by line. Stop and reread when you aren't sure you understand or remember something you've read, especially if you find unfamiliar words or new equipment/tools involved.
5. Note the order of the steps described. Steps are written in the order they are to be performed. Do not skip or skim over any steps.
6. Read the steps aloud so you can hear them. Then paraphrase, or put each step into your own words, to see if you fully understand the step.



## Section III Tips on Reading Specific Text

7. Most people do not understand the process or steps completely the first time they read a manual. Go back and reread it until you feel you understand exactly what to do.
8. If you cannot explain the process or step to another person, you have not fully comprehended it. Until you can describe it to someone else, continue to reread. Once you can explain it, then you can start the process.

### After You Read

9. Break apart the task. Do the first step. When that is completed successfully, go to the next step. Repeat this step by step strategy until you have completed the process.
10. Use the diagrams to help you through each step. The diagrams provide valuable visual clues.
11. Ask yourself questions as you go through each step. If it doesn't make sense to you, ask yourself questions until you understand how to make this process work.
12. Check off each step as you complete it. This will help you make sure you do all the steps and don't mistakenly skip over one. If your result is unsatisfactory, go back and make sure you completed all steps.
13. If you cannot complete the task to your satisfaction, ask a colleague or supervisor to help you clearly understand the process. On-the-job supervisors would much rather have employees ask questions and avoid having dissatisfied customers.

#### SOURCE

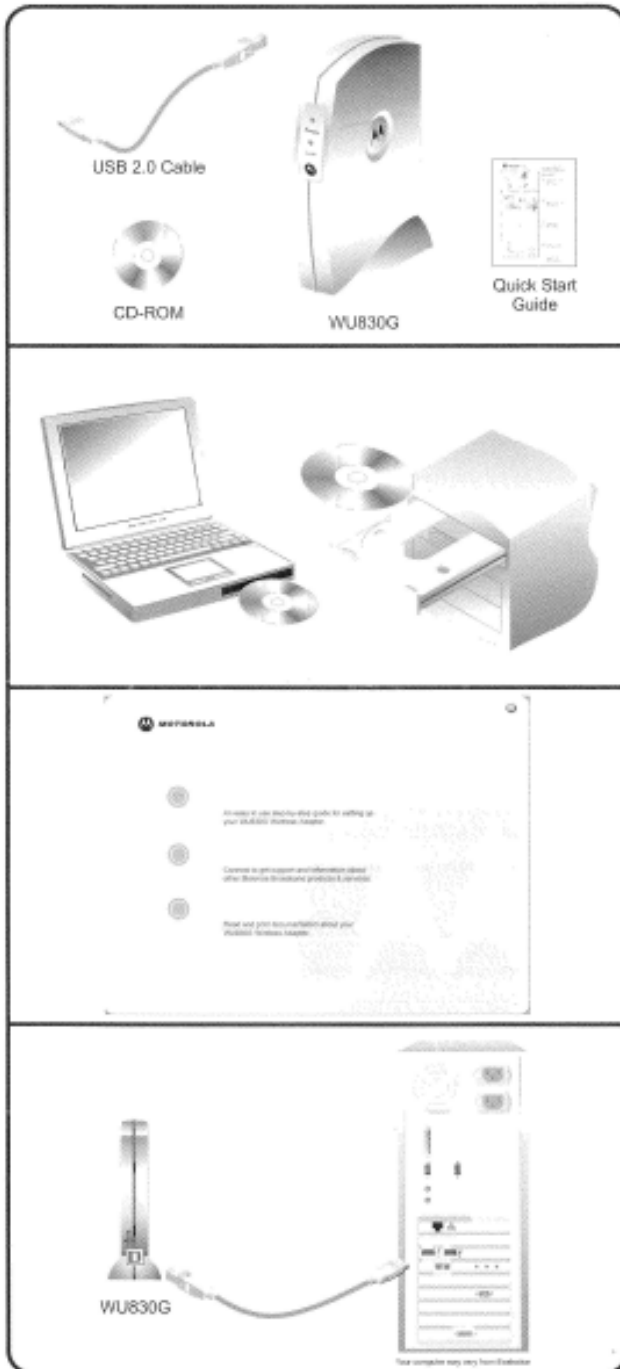
Burke, Jim.  
*Reader's Handbook: A Student Guide for Reading and Learning.*  
Wilmington, MA:  
Houghton Mifflin,  
2002.





## Motorola WU830G Wireless USB Adapter

### Getting Started



**1** Confirm that your box contains these items.  
(See Section 1 of the User Guide for more information)

**2** Insert the Installation Wizard CD-ROM.  
(See Section 2 of the User Guide for more information)

**3** Click **LAUNCH INSTALLATION WIZARD** to install the software for your unit from the CD-ROM.  
(See Section 2 of the User Guide for more information)

**4** Only after you have installed the software, **Connect** your unit as shown.  
(See Section 2 of the User Guide for more information)

**5** Access the configuration utility by right-clicking on the wireless antenna icon.  
(See Section 3 of the User Guide for more information)

## Section III Tips on Reading Specific Text

### Reading Photos, Illustrations, and Their Captions

You've probably heard the saying: "A picture is worth a thousand words." Do you think it's true?

Many times a picture can tell you something important about a concept or idea that can't be expressed easily with words.

Photos and illustrations make reading more interesting, and they help to emphasize important points.

Captions usually appear under or next to these images to help clarify their meaning.

### Tips for Reading Photos, Illustrations, and Their Captions

#### Before You Read

1. Before you read a chapter or text selection, look over the photos and illustrations. This will give you a sense of the main ideas or central themes of the selection. It may also help you connect the selection to your own experiences.
2. After looking at the pictures, write down any questions you have about specific pictures or about the chapter topic.

#### As You Read

3. As you read the selection, search for answers to the questions you wrote about the pictures or chapter topic. Write down answers as you find them.
4. As you come across the pictures, read the captions under or beside the photo or illustration. Captions usually appear in small text. They may describe the reason the picture was selected or the content of the picture itself.

#### After You Read

5. Review the questions you wrote before reading. Were you able to answer all of them? If not, go back to the text and captions to see if you can find these answers.
6. Cover up the captions and see if you are able to explain why each photo or illustration was included. This is an excellent way to self-check your comprehension. It is also a good strategy to use for test review.



### Reading Primary Sources

If you've read *The Diary of Anne Frank*, then you've read a primary source. Diaries, memoirs, letters, interviews, original documents, surveys, logs, journals, speeches, and personal observations are all types of primary source documents.

A primary, or original, source is written by someone who lived during a specific time. No one else has interpreted the information or given another point of view on it.

When you read a primary source, you can experience history through the eyes of someone who actually chronicled that time period.

Other types of primary sources:

- pamphlets
- photographs
- maps
- film
- wills
- military records
- account books and ledgers
- artifacts: clothing, weapons, bowls, etc.
- paintings and drawings
- audio and video tapes of interviews
- inventories

### Tips for Reading Primary Sources

#### Before You Read

1. When you read a primary source, keep in mind that the person writing is not impartial. We don't necessarily remember experiences exactly as they happened. Some authors may focus on details, while others may write from a more emotional level. Remember as you read that the author is writing from a very personal point of view.
2. Ask questions before reading to understand the author's purpose, the audience for whom the author wrote, and the general time frame.
  - First, identify the author. What is his/her background?
  - Why did the author write this?
  - For whom did the author write it and when?
3. If possible, determine whether this selection is the entire primary source or just part of it (an excerpt). Try to do your primary source research using the entire piece, because the parts that came before and after this text might give you an entirely different message from the author.

## Section III Tips on Reading Specific Text

### As You Read

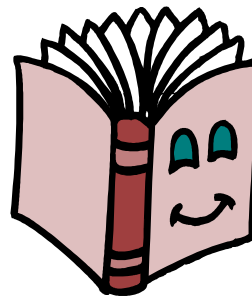
4. During reading, ask questions and take notes, listing the important facts from the document. (The Primary Resource Information Sheet will help you organize and analyze the information you find.)

Questions to ask:

- What is the main point?
- What does this document tell you about life at the time?
- What is the significance of this document?
- What opinions does the author express?
- What facts and details does the author include?

### After You Read

5. Determine the information you need for your research and take notes on the related text.
6. Determine how this information supports or contradicts other information you have found. Make notes on the differences in the information.
7. Keep a list of the questions you have that are still unanswered. Use these questions as you research the topic further.



## Primary Source Information Sheet

Topic

Primary source

Author's name and background

Format: book, article, speech, lecture, letter, diary, other \_\_\_\_\_

For what audience?

For what purpose?

What is the author's main point?

What facts and details does the author include?

What opinions does the author have?

What does the document tell me about life during that time period?

What specific information do I need to include in this assignment?

How does this information correspond to or contradict other information I have found?

What questions do I have that are still unanswered?

## Reading Reference Books

Reference books provide a wealth of information across topics and school subjects. The library's reference section has dictionaries, atlases, encyclopedias, almanacs, and many other books of facts and figures.

Reference books are the basis of research, so it is important to know what kind of information each type offers. Because you won't be able to check these books out of the library, careful note-taking is important during reading.

### Types of Reference Books

**Atlas** — Use an atlas to study geography, roadmaps, topography and terrain, latitude and longitude, and city maps. For other geographical research, *The Columbia Gazetteer of North America* has data on geography, and *The World Factbook* has maps and flags of all nations.

**Biographical Dictionary** — Information on lives of thousands of notable people from the past to today. *Contemporary Authors* and *Something About the Author* contain information on authors of published books.

### Tips for Reading Reference Books

**Almanac** — Information on the weather, gardening, astronomy, cooking, helpful hints, and other interesting topics can be found in the *Farmer's Almanac*, the *Baseball Almanac*, the *African-American Almanac*, the *Computer Almanac*, and others.

**Thesaurus** — To find other words that mean either the same or the opposite as a certain word, use a thesaurus.

**Quotations** — *Bartlett's Familiar Quotations* and other quotation reference books provide quotes by famous people on specific topics.

**Encyclopedia** — Many different encyclopedias will help you research your topic. General encyclopedias come in multiple volumes because they cover a wide realm of knowledge. Specialized encyclopedias are limited to a specific subject.

**Index of Periodicals** — Use the *Reader's Guide to Periodical Literature* to find articles in more 200 magazines and journals. The library may also have indexes for specific newspapers, such as *The New York Times*.

### Before You Read

1. First, preview the reference book. How is it organized? Look at the table of contents and check to see how the index is organized. Some reference books are arranged alphabetically by topic or by the person's last name.
2. When you find the article or information you need, scan it to see how it is arranged. Look for headings and subheadings. This will help you locate the specific data you seek.

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## As You Read

3. Once you identify the part of the article you need, skim it to get a general idea of the information it contains. Then read the entire article carefully.
4. Read the article again. This time take notes on the specific information you need. Do not copy the article. Write the information in your own words.
5. If you decide to use a quote from the article, be sure to place quotation marks around it and jot down the page number.

## After You Read

6. Keep a record of your source information for your bibliography and citations. Specifically, note:

For books

- title of the book/publication
- author(s) or editor(s) names
- publisher, city/state, and copyright year

For articles

- title and author(s) of the article
- the page numbers
- volume, number, and date of the periodical/newspaper
- the Web site where you found the article (if applicable) and the date you found it





## Reading Research Reports

Think of research as taking an idea and analyzing, synthesizing, evaluating, and extending it. Research reports are often prepared in the workplace to convey information about a specific project or proposal. In the world of work, you will likely have many opportunities to read reports about the products you use

and sell, customer wants and needs, inspection results, and more.

In science and social studies, you will read research reports, so it's helpful to know how to get the most out of these challenging reading selections. This type of reading also appears on tests.

### Tips for Reading Research Reports

#### Before You Read

1. Be aware of the purpose and audience for research reports. Research reports contain large numbers of facts and details. Most of the time, the audience is other scientists, sociologists, or fellow employees who read career-related journals. These reports may be written as papers to be presented at conferences or for use in the workplace. Generally, the audience will already have some knowledge of the subject, so the writer may not always explain key terms or difficult concepts. The information may be dense, but it will be straightforward in its organization.
2. Preview headings and subheadings used to organize the report text. Also look for terms and key words highlighted in bold type or italics.
3. Briefly read the first few sentences beneath subheadings, figures, diagrams, introductions, and summaries to get a general idea of the content.
4. As you preview the report, ask yourself:
  - What do I already know about this subject?
  - What does the author assume I know?
  - What is the author's main idea or intent in writing the report?
  - What is the organization of the report (chronological, topics, relationships)?

**Chronological:** The report is organized by the sequence of events. This tells the reader that the order of events is important. It is also a clue that certain events caused certain outcomes (cause and effect).

**Topics:** The report is organized by topics of research. Each section contains details about a specific topic. If you are interested in

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information on a certain topic, you can find and read only the section you need.

**Relationships:** The report shows similarities and differences between theories, ideas, practices, etc. Readers can draw their own conclusions and make choices regarding policies, concepts, practices, etc.

- How does the information in the report apply to my job and responsibilities, the class assignment, teacher expectations, etc.?
- What terms or keywords do I need to review or learn?
- How important is this information to me? Can I skim the report and still get the information I need?
- Where can I make logical breaks in the report to divide my reading time?
- Do I have to read the report from beginning to end, or can I read the most interesting sections first?

### As You Read

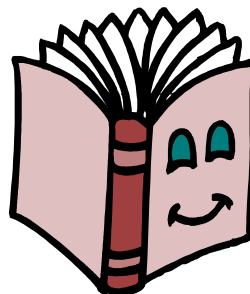
5. Skim the report in more detail. Do not try to read thoroughly yet. Read the first and last sentences of a paragraph. Identify the major ideas and details. Study the charts and figures. Try to understand the most important and repeated terminology.
6. After previewing and skimming, tackle one section at a time. Read carefully. Take notes. Write questions you have about the section. Go back and read the section again. If you have little background in this area, you will want to review basic fundamentals and terminology.
7. If the report is lengthy, plan to take breaks from your reading. You'll need time to absorb and process the information.
8. Read figures and diagrams carefully; they'll add to your understanding of the report.

## Section III Tips on Reading Specific Text

9. After reading each section of the report, paraphrase the text aloud. Then check your paraphrase against the text to see if you really understood what you read. If not, reread and paraphrase again. Once you're sure you understand the section, use your paraphrase to write notes in the margin.

### After You Read

10. Use a graphic organizer, diagram, or chart to summarize and organize what you've read.
11. Determine how you need to respond to the report. On the job, you might consider how the report content affects your work or your organization? Do you need to change procedures? Think about how you can use the information to solve problems.



### Reading Secondary Sources

Newspapers and television news “magazines” are the most commonly used secondary sources. The stories they present have been interpreted, analyzed, and evaluated by someone who writes for the newspaper or television station. Unlike a primary source, a secondary source is not written from the viewpoint of the person who participated in the event. Instead, secondary sources contain information about topics and events gathered by other people. The information comes to you, the reader or viewer, secondhand.

Other secondary sources include:

- documentary films/tapes
- encyclopedias
- magazine articles
- Websites
- government publications
- newsletters
- journals
- statistics
- brochures
- manuals

### Tips for Reading Secondary Sources

#### Before You Read

1. Always read a secondary source with this question in mind: How reliable is this source? Only choose sources with a good reputation for honest reporting of data and an unbiased point of view.
2. Check dates. Is the information you are reading the most recent or is it outdated?
3. Use the index and table of contents to find the specific information you need.
4. Scan the article to look for headings that lead you to the information you want or need.

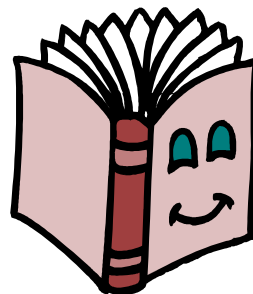
#### As You Read

5. Skim for facts and other specific data you need.
6. Always review any graphics — charts, tables, visuals — that the authors have included. You’ll usually find valuable information there.
7. Read carefully and take good notes. If you copy any sentences exactly, be sure to place them in quotation marks and write down the page number along with the source of the information.

## Section III Tips on Reading Specific Text

### After You Read

8. Determine whether the author is biased in his/her presentation of the material. If so, you will want to find other authors who have written on the same topic and compare them.
9. Be sure to verify information you find on the Internet. Anyone can say anything there, so much information on Web sites is inaccurate. Always check another source to compare information you find on a Web site.



## Reading Strategies for Career Academies and Career-Technical Education

### Reading Tests

We all have to take tests — driving tests, employment tests, history tests. Tests reveal how much we know about a topic. You can take the stress out of tests with a few simple strategies. These tips will help you understand how to read test questions and choose the best answers.

### Tips for Reading Tests

1. Always preview the test. Read the directions for the whole test and each section of the test. Calculate how much time you should allow to complete each part.
2. Work on the easiest parts first. If your strength is essay questions, answer them first to get the maximum points.
3. Answer all the questions unless you will be penalized for wrong answers. If you know that there is a penalty for guessing and you cannot eliminate some responses to a question to narrow down the possible correct answers, do not fill in anything for that question.
4. Ask your teacher to explain any items that are not clear.
5. To help make sense of difficult or long questions, circle key words. Use the margins to make notes on information you have memorized or points you want to make.
6. Rewrite or rethink difficult questions by putting them in your own words.
7. Go with your first response. According to research, three out of four times the first response is the correct one.
8. Use time at the end of the test to review questionable answers. Don't spend time reviewing questions if you're confident of the answers.
9. Save time at the end of the exam to review the test and make sure you haven't forgotten to answer any questions.

## Section III Tips on Reading Specific Text

### Tips for Reading True-False Questions

1. Read each question carefully. Are all parts of the statement true? Be careful. Don't assume the answer is true just because part of the statement is true.
2. Look for clues that the answer is false. Extreme modifiers like *always*, *all*, *everyone*, *no one*, *nobody*, *none*, *never*, or *only* make it more likely that the statement is false.
3. Look for clues that the answer is true. Words like *seldom*, *generally*, *usually*, *most*, *often*, *some*, and *probably* are often used in true statements.
4. In double-negative questions, cross out both negatives and read it again. Then decide if it is true or false.

### Tips for Reading Multiple-choice Questions

1. Read the question and try to answer it without looking at the choices first. Then look for an answer that matches yours.
2. Always read all the choices before making a selection.
3. Eliminate any obviously wrong answers.
4. Beware: a perfect answer may not be given as a choice. You must choose the *best* answer from those provided.
5. If the question is long, underline the subject and verb to make it clearer.

## Reading Strategies for Career Academies and Career-Technical Education

1. Read the entire question before answering.
2. If you can't remember the exact word to fill in the blank, don't leave it empty. Write an explanation or something related.
3. Check the number of lines per answer. It may indicate the number of letters or words.
4. Be sure your answer fits grammatically and logically into the sentence.

### Tips for Reading Fill-in-the- Blank Questions

1. Note the number of questions and budget your time for each answer.
2. Read through all the questions. Then answer the easiest questions first.
3. Jot down a brief outline for your answer before beginning to write.
4. Get right to the point. Start with a thesis statement, then state your argument and the supporting points.
5. Write in complete, clear, and grammatically correct sentences.
6. Proofread the essay.
7. The following definitions will help you understand how to approach essay test items:

### Tips for Reading Essay Questions

- **Compare:** Show similarities between things.
- **Contrast:** Show differences.
- **Define:** Give the formal meaning of a term.
- **Enumerate:** List points and number them.
- **Illustrate:** Explain by giving examples.
- **Outline:** Give main points and secondary items; indent the secondary items.
- **Justify:** Give the reasons for something.
- **Diagram:** Make a drawing and label its parts.
- **Summarize:** Give a condensed account of main points.
- **Relate:** Show connections among things.



### Reading Textbooks

Textbooks are a big part of every student's life. Nearly everything your teacher expects you to know can be found in your textbook. It's your main source for information and the place to go first to study for a test.

Textbook authors and designers use special features to help stu-

dents find key information quickly. It is important to read and study not only the text, but also the additional features provided for the best understanding of the topic. In addition, you need to know the quick ways to look up information using the table of contents, index, and glossary of terms.

### Tips for Reading Textbooks

#### Before You Read

1. Survey the whole book.
  - Read the front cover, back cover, and title page. The information you find there will help define the subject and focus of the textbook.
  - Review the table of contents. It is the roadmap that shows the organization of the book. Look for chapter titles in bold with subdivisions of chapters listed beneath. If there is a preface, the page numbering is usually in lowercase Roman numerals; the first chapter starts on page 1.
2. Skim the introduction and preface. They contain information on the author's purpose, special features of the book, and other comments from the author or editor.
3. Preview the first chapter to sample the overall look and features you can expect in all chapters. Look for the following:
  - **Chapter introduction or preview.** Don't skip this part. The introduction is an overview of the chapter's contents.
  - **Chapter headings and subheadings.** These features provide a guide to important points in the chapter. You can also use the headings later to create your own outline of the material.

#### As You Read

4. As you read the chapter, pay particular attention to the following details:
  - **Illustrations and pictures.** The visuals offer more data and help you understand the material better. Note the title, captions, and any other information that helps identify the illustration.

## Reading Strategies for Career Academies and Career-Technical Education

- **Graphs, charts, and tables.** You'll find valuable data here in visual form. Read the headings and determine how the visual is laid out. Look at the labels; they tell you what each line, mark, or section of the graphic means. Note any color coding of the graphic and what element each color represents.
- **Footnotes.** These notes contain information related to the text. Footnotes may provide explanations, sources, or other information related to specific points in your reading.
- **Vocabulary words and definitions.** Vocabulary words and important terms may be in bold type or highlighted in color. Be sure to stop and learn the definitions. You'll understand more of what you read.
- **Maps.** Maps help you learn about geographic areas. Be sure to read the map title, key, and any other labels. Maps provide a visual representation of the subject, helping you to see the relationship of one place to another, the distance between two or more points, the size of different areas, the direction and length of a journey, and other information that is critical to your understanding of the text.
- **Timelines.** Timelines show the relationship of events over a period of time. They help you learn the chronological order or sequence of events. Read the title to determine the subject of the timeline. Then read each date carefully and note the related event.
- **Chapter summary.** At the end of the chapter, look for a summary of the main points and ideas. This section will help you review the key chapter concepts quickly.
- **Study questions.** You'll also find study questions at the end of each chapter. These will help you review content, focus on key ideas, and measure how much you understand and remember from your reading.
- **Index.** The index is located in the back of your textbook. It lists all topics covered in the book in alphabetical order and provides the page numbers. You can look up a topic in the index and find every

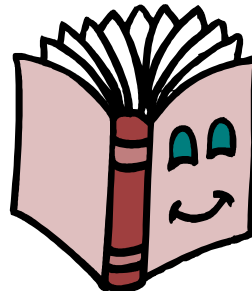
## Section III Tips on Reading Specific Text

time it is mentioned in the book. Literature textbooks may also have an author index.

- **Glossaries.** Glossaries are similar to dictionaries. They list key terms from the text in alphabetical order and provide definitions. If you forget what a term means, check the glossary, located in the back of the textbook.
5. As you read, note information you do not understand. Write the heading or subheading, then the questions you have on that section of the text.

### After You Read

6. Reread the text to find the answers to any questions you can't answer.
7. Look for answers in the graphics, maps, illustrations, and pictures that are included in the chapter. These will help clarify your understanding.
8. Reread the summary and note the questions at the end of the chapter. They provide clues to the points that are most important from your reading.



## Reading Strategies for Career Academies and Career-Technical Education

### Reading Timetables

Trains, planes, and buses run on preset schedules. Often, you'll need to read a timetable to find out the times for departures and arrivals. Misread a timetable, and you could upset your travel plans.

Most timetables are printed in a

table format. These tables provide information in a very concise format. Reading the timetable carefully and then rechecking it are critical steps if you want to get from point A to point B on time.

### Tips for Reading Timetables

#### Before You Read

1. Preview the title or heading of the table to determine if the timetable includes the exact information that you need.
2. Note any abbreviations or symbols that are used, and be sure you know what each one means. Look at the bottom of the table to find a key to the symbols used.  
Some examples:  
D Stops only to discharge passengers  
R Stops only to receive passengers  
H Operates on holidays
3. Note how the departure and arrival times are written; for example, a departure time of 2:00 in the afternoon could be written 2:00 p.m., 200p, or 1400.

#### As You Read

4. Read the column and row headings to find the exact time, vehicle number, and/or station.
5. Look for asterisks (\*). These symbols indicate that more information related to a particular item can be found at the bottom of the table. Always read the information marked with asterisks because it may indicate exceptions to scheduled times. For example, the table lists the departure time as \*2:25 p.m., but the asterisk next to the time leads you to more information below. When you read it, you learn that the departure time is 2:25 "except Sat-Sun."

## Section III Tips on Reading Specific Text

6. Read the table from left to right, reading across and then down the columns. To locate the information you need for a trip:
  - First, find the city or station you are departing “From”
  - Find your destination city or station, the place you’re traveling “To”
  - Now find the times of departure listed.
  - Follow this process in reverse when you’re planning a return trip.

### After You Read

7. To be certain you understand the schedule you have chosen, phone the company to confirm the schedule for the time you want to depart and return.

### Capitol Limited

30		◀ Train Number ▶				29	
Daily		◀ Days of Operation ▶				Daily	
Read/Down	Mile	▼	Symbol	▲	Read Up		
7 03P	0	Dp	Chicago, IL—Union Sta. (CT)	☐ ☐ ●	Ar	8 30A	
9 53P	54	↓	South Bend, IN	☐ ●	↑	6 51A	
11 01P	156	↓	Waterloo, IN (Fr. Wayne)	● ☐	↑	5 20A	
12 28A	234	Ar	Toledo, OH	☐ ●	Dp	4 30A	
12 43A		Dp	E. Lansing, Detroit—see below	☐ ●	Ar	4 06A	
2 00A	316		Elyria, OH	● ☐		2 25A	
2 26A	341	Ar	Cleveland, OH	☐ ☐	Dp	1 55A	
2 40A		Dp	Columbus, Cincinnati—see below	☐ ☐	Ar	1 50A	
3 49A	397		Alliases, OH (Canton)	● ☐		12 49A	
5 50A	481	Ar	Pittsburgh, PA	☐ ●	Dp	11 10P	
6 10A		Dp		☐ ●	Ar	10 51P	
7 49A	541	↓	Connellsville, PA	●	↑	8 50P	
10 16A	629	↓	Cumberland, MD	● ●	↑	8 21P	
11 55A	691	↓	Marlinsburg, WV	●	↑	4 50P	
12 10P	709	↓	Harpers Ferry, WV	●	↑	4 21P	
12 55P	747	↓	Rockville, MD	● ☐	↑	3 38P	
1 55P	764	Ar	Washington, DC	☐ ●	Dp	3 10P	
148/148			Connecting Train at Washington, DC			88/191/191	
3 05P	0	Dp	Washington, DC	▲ ●	Ar	2 00P	
3 47P	40	Ar	Baltimore, MD—Penn Sta.	▲	↑	7 18P	
4 57P	133	Ar	Philadelphia, PA—30th St. Sta.	▲ ●	↑	12 10P	
6 22P	223	Ar	New York, NY—Penn Sta.	▲ ●	Dp	10 35A	
91			Connecting Train at Washington, DC			82	
4 25P	0	Dp	Washington, DC	☐ ●	Ar	11 01A	
5 17A	604	Ar	Savannah, GA	☐ ●	Dp	2 59P	
7 46A	751	↓	Jacksonville, FL	☐ ●	↑	7 49P	
11 34A	838	↓	Orlando, FL (Mait. Disney World)	☐ ●	↑	3 52P	
D 3 22P	1099	↓	Near Palm Beach, FL	☐ ●	R 12 15P		
5 20P	1163	Ar	Miami, FL	☐ ●	Dp	10 35A	

### Symbols and Reference Marks

- A Time Symbol for A.M.
- CT Central Time
- D Stops only to discharge passengers; train or bus may leave ahead of schedule when station work is completed.
- EST Eastern Standard Time
- ET Eastern Time
- P Time Symbol for P.M.
- R Stops only to receive passengers.
- ☐ Reservation required on this connection.
- ☐ Amtrak Express® Shipping and Checked Baggage Service available at stations indicated.
- ☐ Checked Baggage Service. Connecting checked baggage service to Baltimore, Wilmington, Philadelphia, Newark and New York is available but baggage will be delayed.
- ☐ Thruway Motorcoach Connection. Coordinated train/motorcoach service with guaranteed connections and through fares/ticketing. Passengers traveling on Thruway connections must be ticketed before boarding coaches in order to obtain through fares. Motorcoaches are normally not accessible to passengers who use wheelchairs.
- Tickets cannot be purchased at this location. You may purchase your tickets on the train or from any Amtrak appointed travel agency. Please call 1-800-USA-RAIL to make special arrangements when boarding/detraining assistance is required.
- Ticket office not open at all departure times. Motorcoach drivers cannot accept fares.
- ▲ All station facilities are fully accessible to persons who use wheelchairs.
- ☐ Barrier-free access between street or parking lot, station platform and trains; however, not all facilities within the station are fully accessible.
- Amtrak Vacations package(s) available at this destination. Book your hotel and/or tour by calling 1-800-321-8584.
- ☐ This location does not observe Daylight Saving Time. Local time will be one hour earlier from the first Sunday in April through the last Saturday in October. On Saturday Train 191 and Sunday Train 190 depart New York at 11:05 AM, Philadelphia 12:30 PM, Baltimore 1:40 PM and arrive Washington 2:30 PM.



### Reading Web sites

When you need to do research for a class paper, you probably visit the library and search for sites on the Internet's World Wide Web. Web sites are a great source of information. Whatever your topic, you can probably find a related Web site.

Web sites use boldface type, icons, and color-coded words to lead you to more information. However, reading a Web site is different from reading a text. Web sites can lead you into a virtual world of information as

you link from site to site. But be careful. Everything you find on the Internet isn't necessarily true.

Your textbooks have been written and edited by experts and carefully verified, so you can be sure you're reading accurate information. But anyone can create a Web site, and no experts are checking to make sure the information is correct.

When you read a Web site, you must be a critical and skeptical reader.

### Tips for Reading Websites

#### Before You Read

1. Set a purpose for reading before you log on to the Internet to find a Web site. Narrow down your topic so that you know what you are searching for. The first questions to ask yourself are:
  - What terms/words should I use to conduct my search? What key words are related to my topic? Am I looking for specific dates, names, locations, events?
  - What type of Web site is most likely going to have the information I need?
2. Identify a search engine that will help you find the information you need. Learn how the search engine works. Will you need to enter key words or type in questions to access information?
3. Stay focused. Know exactly what you need for your research. It's easy to start following links and spend time looking at information not related to your topic.
4. When you identify a site, click on a few links to see if it has the information you are researching for. Does the site address your purpose? If not, go to another Web site on your list.

## Section III Tips on Reading Specific Text

5. As you preview the Web site, look for the following:

- name and overall appearance
- menu or table of contents
- source or sponsor
- description of what it contains
- images or graphics
- purpose of the site
- good organization with easy-to-find information
- most recent update
- point of view

With this information, you can generally tell if you're at a valid site. Ask yourself, "How much should I trust this site?" If the site is developed by a state/national museum, government institution, or educational institution, then it is probably trustworthy.

6. If, as you preview the site, you see any of the following, you should look elsewhere for your information:

- language you can't read (foreign language)
- excessive advertising
- hate promotion (prejudice against certain races, religions, governments, etc.)
- grammatical or spelling errors
- dead links (not working)

### As You Read

7. Review your research topic and purpose questions as you read the Web site text. Take notes on your research questions. You may want to use a graphic organizer for your notes so that you can organize your information as you read. See the sample search provided as an ex-

## Reading Strategies for Career Academies and Career-Technical Education

ample.

8. Keep a notepad handy to write down the various Web sites you link to. This will allow you find a site again and to credit it in your bibliography. Make a note of the URL (site address), a brief description of the content, and the date you found the information.
9. Don't forget to click on any related links. Web site designers often include a site map on the home page, which is similar to a table of contents. It lists the different categories of information you can find on the Web site. Often, the same links are located at the side or on the bottom of each page on the Web site.
10. If you're viewing a site that seems biased, think critically about the content. Is the site trying to convince you of something? If so, be sure to balance that viewpoint with other sources. As you research, form your own opinion on the topic.
11. Learn how to "bookmark" Web sites that you may want to return to in the future.
12. If the information isn't too long, print out the text so you can make notes and highlight.
13. Be aware of any legal issues about copying text, graphics, etc., from the Web site before using material from the site directly in a report.

### **After You Read**

14. Evaluate your results. Have you found what you needed? Were you confused or puzzled by information you found? What else do you need to know for this topic?
15. Go back to the Web site if you are confused or unsatisfied with the information you found. Check to see if you went to all the related links.



## Section III Tips on Reading Specific Text

Using new or different terms may focus your search. Asking better questions or rereading the information may help you find something you overlooked.

### SOURCE

Burke, Jim.  
*Reader's Handbook: A Student Guide for Reading and Learning.*  
Wilmington, MA:  
Houghton Mifflin,  
2002.

16. Organize the notes from your research using a graphic organizer, such as a fishbone, timeline, or flowchart.
17. Cite the source of your information in your report. (See the sample bibliographic entry below.) Be sure to write in your own words. Do not plagiarize. As tempting as it may be to copy and paste sections, it is legally and ethically wrong to do so. When you plagiarize, you are stealing someone else's words and ideas and presenting them as your own. While you can include short quotes and credit the author in your bibliography, it is best to paraphrase and put the information into your own words.

### Sample Search Results

<b>Site:</b> National Science Museum	<b>URL:</b> <a href="http://www.nsm.gov">http://www.nsm.gov</a>
<b>Sponsors:</b> United States, FCC, and IBM	<b>Date:</b> has a 2003 copyright date
<b>Purpose of search:</b> Locate information on US scientists and their discoveries on communications technology.	<b>Keywords used to locate site:</b> <i>American scientists, US technology museums, American technology</i>
<b>Keywords to navigate the site:</b> <i>Communications, American technology</i>	<b>Results:</b> All communications technology discovered, researched, and developed since 1850; key scientists responsible for these products.
<b>Point of view:</b> features/promotes research and development of communications technology and other products resulting from work of US scientists.	<b>Expertise:</b> The museum is operated by scientists and communications technology experts.

**Sample Bibliography:** National Science Museum Online. 2003. The National Science Museum. 19 January 2003 <<http://www.nsm.gov/>>.



## Student Activity

### Sample Search Question:

Besides Ford, what are 3 other brands of cars that Ford Motor Company owns?

### Web Search Results

Site:	URL:
Purpose of search:	Keywords used to locate site:
Date visited:	Copyright date:
Sponsors:	Biases/Point of view:
Results	Would you come back?

Section III Tips on Reading Specific Text

Web site Evaluation Form

Your Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Site \_\_\_\_\_

URL: \_\_\_\_\_

1 = Poor 2 = Fair 3 = Good 4 = Exceptional

Design

Good navigation. Links are clearly labeled. Can move from page to page easily. 1 2 3 4

Offers interactivity. Engages visitor with the site. 1 2 3 4

Uses appropriate page format. Pages are not exceptionally long. 1 2 3 4

Can easily find information. 1 2 3 4

Is aesthetically pleasing. Text and background colors do not clash. 1 2 3 4

Content

Has a proper title. 1 2 3 4

Additional resource links are included. 1 2 3 4

Information is useful. 1 2 3 4

Has rich content and will likely be revisited. 1 2 3 4

How this Web site compares in content to similar Web sites. 1 2 3 4

Technical Elements

All links work. 1 2 3 4

Thumbnail graphics used. Graphics download quickly. 1 2 3 4

Alternative text page is offered when heavy graphics or frames are used. 1 2 3 4

Image links and image maps have a text alternative. 1 2 3 4

Can see meaningful information within 30 seconds. 1 2 3 4

Credibility

Contact person is stated with e-mail address. 1 2 3 4

States when page was last updated. Links are current. 1 2 3 4

Resource links used to develop content are included. 1 2 3 4

States name of the host school, institution, or company. 1 2 3 4

Total Possible Points = 72 \_\_\_\_\_

