

## Evaluative Reading

1. Spread the brochure out and look at it overall from a visual perspective.
  - What works with the layout design?
  - What doesn't seem to work—or what do you have a question about in terms of layout?
  - Are the main topics or questions arranged in the most logical order—in the order a reader might want to know the information? If not, make suggestions for moving them.
  - Is there a place where the main idea isn't clear or accessible?
  - Is it too crowded or is there too much empty space?
  - Are there illustrations?
  - If so, do they fit the content? Are they appropriate? Are they placed most effectively or can you suggest other options for the layout?
  
2. Now, look at each topic or question one at a time. For each one, answer the following questions:
  - a. Topic: \_\_\_\_\_
    - Is the format (paragraph, list, graph, map, etc.) the best for this type of information? Why or why not?
    - Is the content informative? List two specific details you didn't know before reading this passage.
    - Are the ideas in each passage arranged in the best order? Draw arrows from the idea to another place that it might be better if you see such a place.
    - If the passage is a paragraph, circle the main idea in the topic sentence and then all the words or phrases that repeat or rename the idea (synonyms) in the rest of the paragraph. Could the paragraph be tighter?
    - If the passage is a list, underline the first word of each item in the list. Check for parallel structure; give suggestions if it could be improved.
    - How would you describe the overall tone?
    - Are there any errors in conventions you can help with?

Author \_\_\_\_\_ Reviewer \_\_\_\_\_

b. Topic: \_\_\_\_\_

- Is the format (paragraph, list, graph, map, etc.) the best for this type of information? Why or why not?
- Is the content informative? List two specific details you didn't know before reading this passage.
- Are the ideas in each passage arranged in the best order? Draw arrows from the idea to another place that it might be better if you see such a place.
- If the passage is a paragraph, circle the main idea in the topic sentence and then all the words or phrases that repeat or rename the idea (synonyms) in the rest of the paragraph. Could the paragraph be tighter?
- If the passage is a list, underline the first word of each item in the list. Check for parallel structure; give suggestions if it could be improved.
- How would you describe the overall tone?
- Are there any errors in conventions you can help with?

c. Topic: \_\_\_\_\_

- Is the format (paragraph, list, graph, map, etc.) the best for this type of information? Why or why not?
- Is the content informative? List two specific details you didn't know before reading this passage.
- Are the ideas in each passage arranged in the best order? Draw arrows from the idea to another place that it might be better if you see such a place.
- If the passage is a paragraph, circle the main idea in the topic sentence and then all the words or phrases that repeat or rename the idea (synonyms) in the rest of the paragraph. Could the paragraph be tighter?
- If the passage is a list, underline the first word of each item in the list. Check for parallel structure; give suggestions if it could be improved.
- How would you describe the overall tone?
- Are there any errors in conventions you can help with?

Author \_\_\_\_\_ Reviewer \_\_\_\_\_

d. Topic: \_\_\_\_\_

- Is the format (paragraph, list, graph, map, etc.) the best for this type of information? Why or why not?
- Is the content informative? List two specific details you didn't know before reading this passage.
- Are the ideas in each passage arranged in the best order? Draw arrows from the idea to another place that it might be better if you see such a place.
- If the passage is a paragraph, circle the main idea in the topic sentence and then all the words or phrases that repeat or rename the idea (synonyms) in the rest of the paragraph. Could the paragraph be tighter?
- If the passage is a list, underline the first word of each item in the list. Check for parallel structure; give suggestions if it could be improved.
- How would you describe the overall tone?
- Are there any errors in conventions you can help with?

Use another sheet of paper to answer these questions for another section, if necessary.