Student Name: _____   Date: _____

Reading Through Different Lenses

Excerpt Title: _____

Subject: _____

Sometimes reading texts from different classes (science, social studies, math, etc.) can be difficult. Understanding what you are reading can be easier if you think about reading the passage through three different lenses. Different lenses help you see different things in the text.

First, read the passage. Then think about these questions. You can reread the passage to find the answers to the questions.

Experiential Meaning

1. What sentences or parts of sentences use the verbs *is*, *are*, *am*, *was*, *were*, *or will*?

   Do any of these sentences look like a definition? If so, circle the sentence(s).

2. Which sentences or parts of sentences use action words like *do*, *make*, *create*, *produce*, *etc.*? These sentences describe processes.

3. Now that you have an idea about what definitions and processes are covered in the text, think about what this passage is about (topic)?

Textual Meaning

1. Does the passage read like a pyramid? In other words, are some ideas bigger than other ideas? (For instance, *sports* is a larger idea than *football.*)
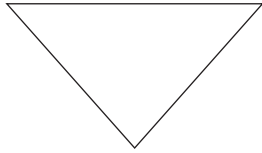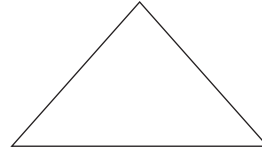   Record the big idea(s):

   Record the small idea(s):

2. Does the passage begin first with a big idea and then move to a smaller, specific idea **or** do several smaller ideas lead to a bigger idea?
   Circle or indicate which pyramid you think is used.

Inductive thinking   Deductive thinking

3. Do the subjects of the sentences (people, things, ideas) in the passage take action (active voice) or do the subjects of the sentences receive action (passive voice)? For example, do you see more sentences like "The boy **walked** the dog" (active), or do you see more like "The dog **was walked** by the boy" (passive)?

4. A **theme** is an abstract, overarching idea/moral/purpose. For example, in a story, a theme may be "good conquers evil" or "true love overcomes all obstacles." We can also find themes in nonfiction such as "great hardship and poverty lead to revolts" or "temperature can affect volatility."
   Do you see a theme(s) in the passage? If so, please describe it/them.

Interpersonal Meaning
1. Looking at the passage, do you see sentences that are questions or sentences that express uncertainty (*if*, *maybe*, *sometimes*)? If so, which ones?

Are there sentences that are commands, directions, or suggestions (*do this*, *add this*, *you should*, *etc.)*? If so, which ones?

Are there sentences that are statements of fact (not asking questions or commanding), such as "Birds fly in the air"?

Usually, there are a variety of statements. Are there many statements or a just a few?

Which kind of sentence do you see the most in the passage? Circle your answer.

QUESTIONS/UNCERTAINTY

COMMANDS

STATEMENTS

2. Based upon the types of language used, circle the author's level of knowledge about the topic:
   EXPERT, AVERAGE, LITTLE

Do you think the author is trying to convince or persuade you to believe or do something (for example, using the word "should")? If so, what?

Vocabulary
List words you've never seen before, words whose meaning you are not sure of, and words with familiar meanings that don't make sense in the context: