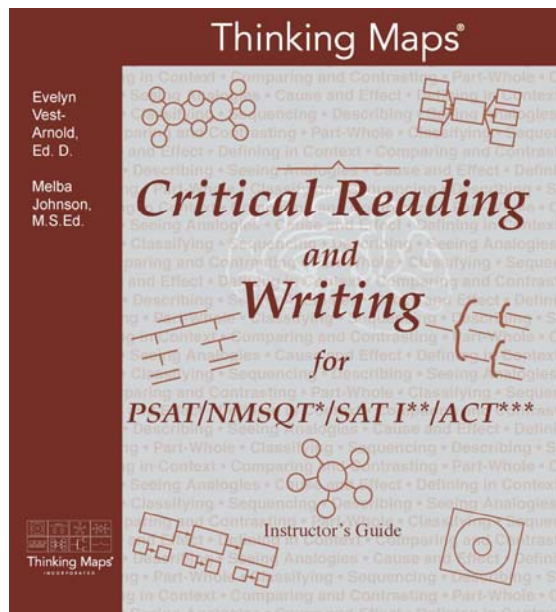
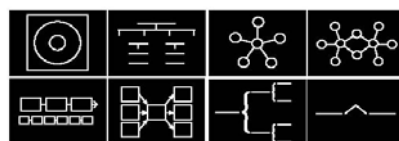


# ***Thinking Maps®:*** ***Critical Reading and Writing for*** ***PSAT/NMSQT\*, SAT I\*\*, ACT\*\*\****

## **Instructor's Guide**



**Three-ring binder format**



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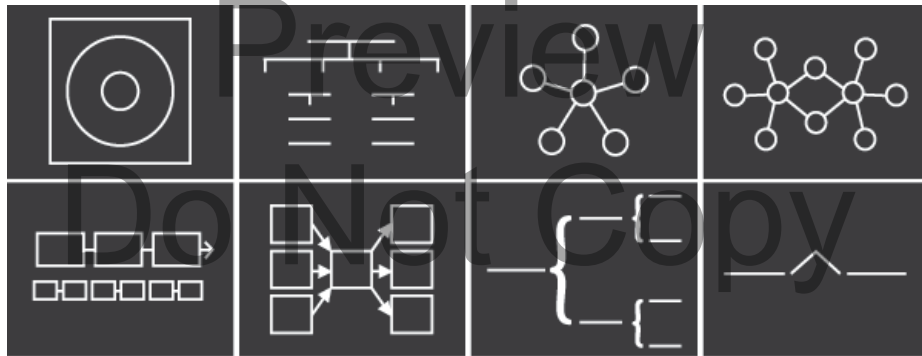
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## Instructor's Guide



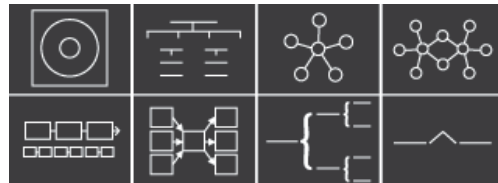
# Thinking Maps<sup>®</sup>

INCORPORATED

Melba Johnson, M.S.Ed.

Evelyn Vest-Arnold, Ed.D.

## PSAT/NMSQT Instructor's Guide



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# Preview

The Instructor's Guide to *Thinking Maps®: Critical Reading and Writing for PSAT/NMSQT* provides teachers with basic information about the PSAT/NMSQT and the use of Thinking Maps. The maps provide a visual tool for helping students respond to the challenges of all sections of the assessment; however, the manual focuses on vocabulary, reading, and editing strategies.

Each section of the student guide contains

- an **explanation** of the strategies appropriate for a specific component of the test,
- a **model** of how to apply the strategy, and
- **practice activities** utilizing the strategy.

Additionally, the instructor's guide contains extensions of the strategies with an instructional explanation and practice applications. Answer keys are provided where necessary.

The reading passages without author or title are contained in Arthur Whimbey's *Mastering Reading Through Reasoning* and *Analytical Reading and Reasoning*.

# THINKING MAPS®

## Critical Reading and Writing in PSAT/NMSQT

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**Answer Key for Strategy 4:  
Seeing the Relationship between the Parts and the Whole  
in Sentence Completion Questions (Student Guide pp. 36–39)**

**Practice Exercise**

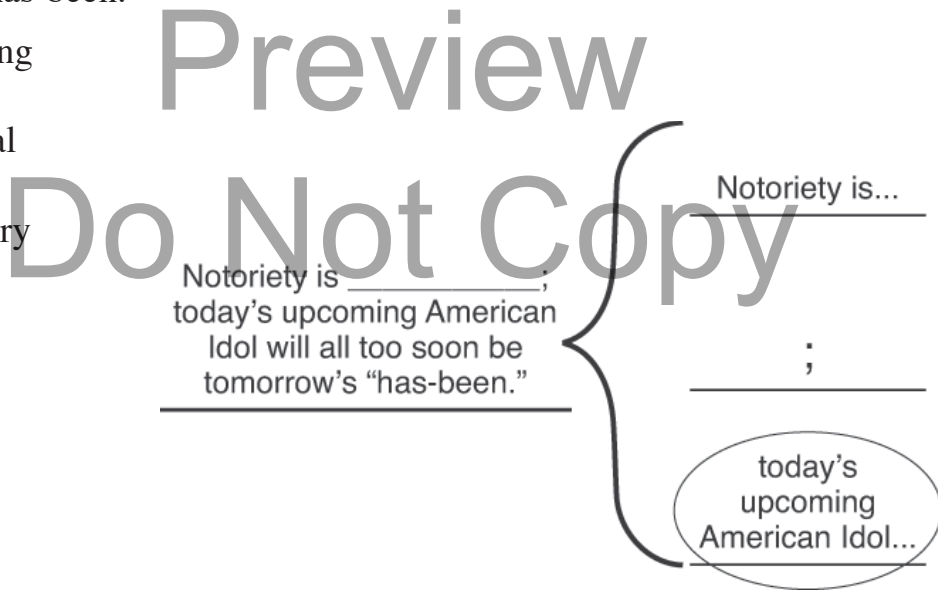
Visualize the parts of the whole sentence (including the punctuation) for each of the sentence completion questions by creating a Brace Map as in the following model.

Decide the correct answer to the sentence completion question.

Then, write an explanation of how the Brace Map assisted you in determining the correct answer as in the following model.

1. Notoriety is \_\_\_\_\_; today's upcoming American idol will all too soon be tomorrow's "has-been."

- A. satisfying
- B. gradual
- C. essential
- D. instant
- E. transitory



**Explanation:** The second clause explains the meaning of “transitory,” the correct answer.

**Answer: E**

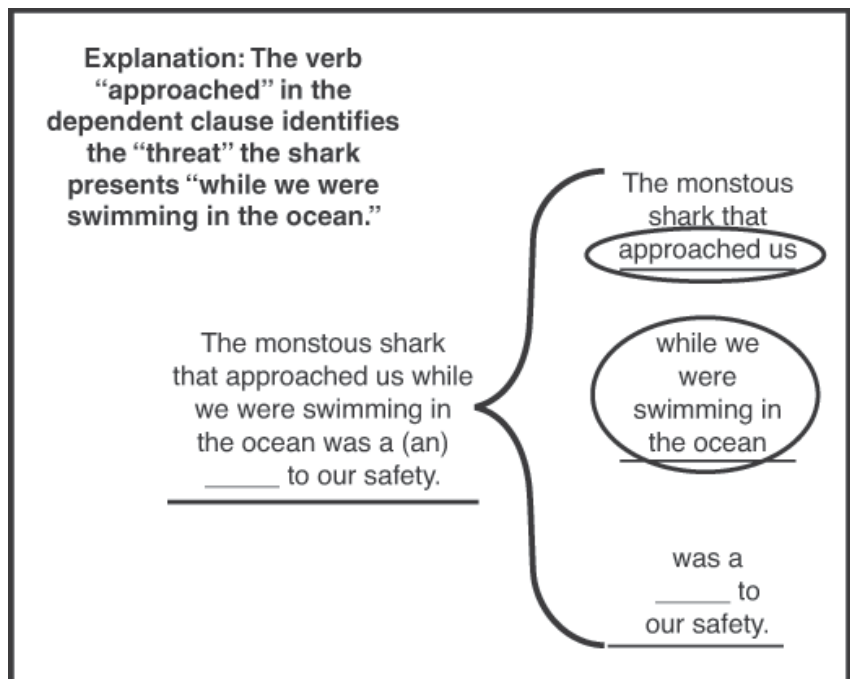
10. The ship was in a(n) \_\_\_\_\_ position; having lost its rudders, it was subject to \_\_\_\_\_ of the prevailing winds.
- (A) ugly . . . direction  
 (B) unintended . . . forces  
 (C) untenable . . . vagaries  
 (D) dangerous . . . vectors  
 (E) favored . . . weaknesses

**Purpose of punctuation:** The semicolon separates two independent clauses. The comma sets off the introductory participial phrase “having lost its rudders.”

#### Strategy 4: Seeing the Relationship between the Parts and the Whole in Sentence Completion Questions

- Visualize the parts of the whole sentence (including the punctuation) for each of the sentence completion questions by creating a **Brace Map** as in the following model.
- Decide the correct answer to the sentence completion question.
- Then write an explanation of how the **Brace Map** assisted you in determining the correct answer as in the following model.

1. The monstrous shark that approached us while we were swimming in the ocean was a(n) \_\_\_\_\_ to our safety.
- (A) predator  
 (B) threat  
 (C) prey  
 (D) surprise  
 (E) inducement



### Extension 1: Sentence Completion Strategies using the Bridge Map

In addition to the preceding strategies for analyzing sentence completion questions, you may have the students use the **Bridge Map** to focus on the hints of contextual clues within the sentence.

The first step in using the **Bridge Map** for this purpose is to establish the relating factor “has the context clue (s) of.”

Then provide the correct answers to the students for a sentence completion exercise and ask them to construct a **Bridge Map** like the one in the Answer Key that follows.

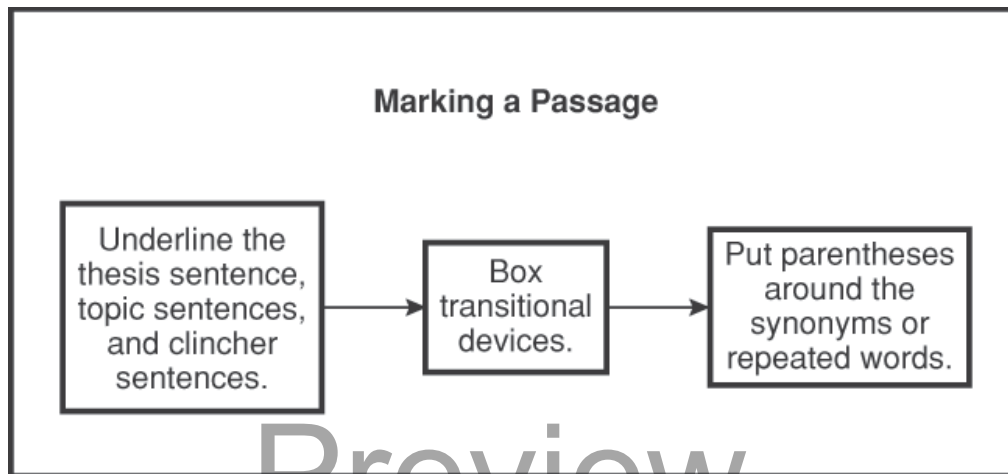
1. In the novel, the author reveals her hero in a constructive way—as a fair judge and a \_\_\_\_\_ of integrity.
  - (A) effigy
  - (B) regimen
  - (C) paragon
  - (E) spark
  - (F) charlatan
2. The woman’s reputation as a politician and strong leader are \_\_\_\_\_ valued in this book, but her premeditated ruthlessness and chicanery are also revealed with unsparing \_\_\_\_\_.
  - (A) unjustly . . . ostentation
  - (B) obviously . . . candor
  - (C) unscrupulously . . . unkindness
  - (D) justly . . . art
  - (E) unfairly . . . forthrightness



## During Reading

### Answer Key to Strategy 1: Read the Passage and Mark Significant Information (Student Guide p.64)

To practice this pre-reading strategy, do the following in the passage below:



The following is an excerpt from a letter written by Courtlyn Reeves (April 2004) in which he reflects on the year since the death of his grandfather.

Dear Poppie,

It has officially been a year now since your arrival at your final destination. Time has flown by in many ways, yet it seems to drag upon the memories of your presence.

Although I have kept you updated through our private conversations, I feel like there is so much that you need to know. I suppose that I sometimes forget that you are constantly watching your family, including me. Your leaving us behind was truly hurtful. However, the family has persevered. Behind the

tension among family members, we still remember the amazing man we called either [James, Dad, Poppie, or Paw.] We will put forth an equal effort to stay together as one family, not two, three, or four entities.

This has been an eventful 365 days for me. I know that you've had the chance to watch every moment, but I want to share the highlights with you. I finished my eighth grade year as a straight-A Honor Roll student. I was involved daily with school-based technology. Over the summer, I constantly worked

at the restaurant. I entered into a new technology opportunity with a group, but it only lasted a little while. In July I attended band camp where I set a goal to become the drum major for my marching band.

Throughout the fall, my freshman year in high school proved to be a great endeavor for me. The Thanksgiving holiday, which was normally spent with you and the other family members, was very different from the past decades. Our "first time" Thanksgiving Day dinner at the Holman's was horrid. We missed your jokes, your laughs, and your traditional two-piece suit.

Moving toward Christmas, my marching band participation began even more demanding because so much of

my time was devoted to this group. The Christmas holiday, which I had dreaded since April 1, 2003, was naturally difficult. We did come together as a whole family, except we were missing [one vital attendant. You!] I think I can speak for the entire family by saying that going to what is now known as just "Mimi's" was very difficult.

Your passing was premature; but as I mentioned before, I know that now you are feeling better than ever. I hope you are [the champion in card games, the moneybags of the slot machines, and the driver of the nicest Lincoln Town Car in Heaven.] I hope it's so big that there is no way it could ever fit in your garage at home!

**Note:** "You" is used as a synonym throughout and is often repeated; therefore, this pronoun does not appear in parentheses.

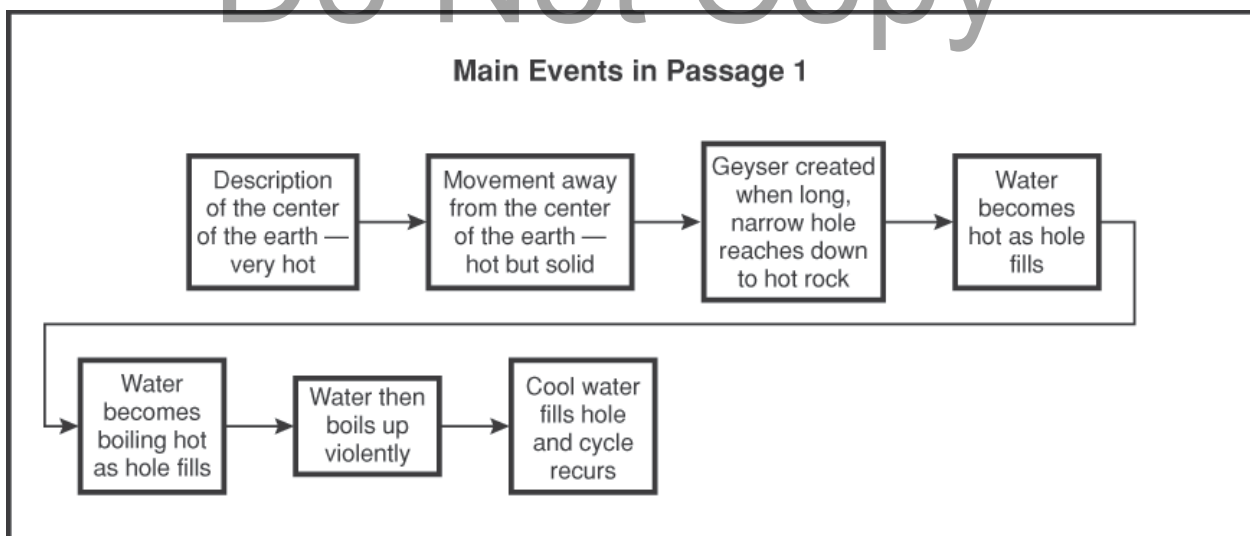
## Post Reading

### Answer Key to Strategy 2: Examining Paired Passages

#### SUGGESTIONS 4 AND 5 (Student Guide pp. 110–112)

#### Passage 1

One of the major attractions at Yellowstone National Park in Wyoming is the geyser named Old Faithful. A geyser is a deep hole in the ground which periodically shoots hot water into the air like a fountain. The center of our earth, which is 4,000 miles from the surface, is so hot that the stone from which it is made has melted and is in liquid form. As you move away from the center, the stone becomes more and more solid but remains very hot for some distance. A geyser is created when there is a long, narrow hole reaching from the earth's surface down into the hot rock. As this hole fills with water from rain and underground streams, the water at the bottom becomes so hot that, were it on your kitchen stove, it would boil off as steam. But in a very narrow hole, the water at the bottom cannot easily bubble up and boil off because cooler water entering the top of the hole holds the water down. Slowly, however, more and more of the water becomes boiling hot until there is not enough cooler water on top to hold the hot water down. Then it boils up violently, shooting hot water and steam up the hole and high into the air above the ground. After this eruption, cool water begins filling the hole and the cycle begins again.



**Topic sentence:** One of the major attractions at Yellowstone National Park in Wyoming is the geyser named Old Faithful.

**Clincher sentence:** After this eruption, cool water begins filling the hole and the cycle begins again.

## Passage 2

My first encounter with Papow came on a Sunday in May. As we approached the traditional white Southern farmhouse, I felt swells of anticipation rise within my soul because I had heard numerous compliments about this elderly gentleman, and I knew I was in for a treat. . . .

My first impression of Papow was incredulity. This man could not be one hundred years old. Although his air was white from the snows of many winters and his eyes were stained by rust and tragedies of time, his wrinkle-free skin and unfurrowed brow hid his lifespan and years of toil. As I marveled at his erect, uncurved back, his Achilles limbs, and his thin, well-conditioned body, I kept thinking—there is no possible way that Papow could be one hundred years old. . . .

Months following this memorable day, I often visited in the aroma-filled Moore household for Sunday lunch and enjoyed this unique individual. Sunday was his day of rest—a day when he changed from his dirt-trodden splayed brogans ad patched

overalls to his best navy-blue or black pin-striped suit, carefully chosen tie, stiffly starched white shirt, and neatly polished Sunday shoes. His finishing touch was his gold watch (passed down for generations) and his fine hat that covered that head of worldly experience-filled intellect. . . .

As I recall the many week-day visits I paid to the Moore household, I envision Papow plowing the unturned earth in the early blossom-filled spring, chopping wood in the gray, somber wintry days for the Early Morning heater, and gathering crook-necked gourds and bright orange pumpkins on the crisp autumn days. . . .

Now he is gone, but he left an indelible memory on so many people's minds. That March day, as I watched them lay his 103-year-old oaken body to rest in the ground he had loved so dearly, how thankful I was for my acquaintance with this humanitarian gentleman and for the love-filled legend we would treasure forever in our grieving hearts and memory-filled minds.

### Main Events in Passage 2



**Thesis sentence:** My first encounter with Papow came on a Sunday in May.

**Clincher sentence:** Now he is gone, but he left an indelible memory on so many people's minds.

**Questions:**

1. The author's purpose in Passage 1 is primarily to P1
  - A. encourage travelers to visit Old Faithful.
  - B. describe the atmosphere surrounding Old Faithful.
  - C. explain how a geyser develops over time.
  - D. warn visitors to be cautious when near the geyser.
  - E. explain why Old Faithful is a major attraction.
  
2. The author's tone in Passage 2 may best be described as P2
  - A. regretful.
  - B. reminiscent.
  - C. objective.
  - D. ambiguous.
  - E. delightful.
  
3. Each of the following statements would be true of both Passage 1 and Passage 2 EXCEPT B
  - A. both writers have a respect for the topic they are discussing.
  - B. both writers use specific, descriptive detail to present their ideas.
  - C. both writers use strong sensory imagery to present their information.
  - D. passage 1 relies on facts while Passage 2 relies on emotional responses.
  - E. both passages progress in a sequence over a period of time.

**Correct Answers:**

1. A
2. B
3. D

**Answer Key to Strategy 1: Position and Support (Student Guide p. 117)**

To practice this analysis, read the following editorials and construct a partial **Multi-flow Map** like the preceding one to help you visualize the position and the relevant reasons.

**Editorial #1**

Small schools within schools are just one of the many innovative and successful approaches that ensure students in the middle grades are able to learn.

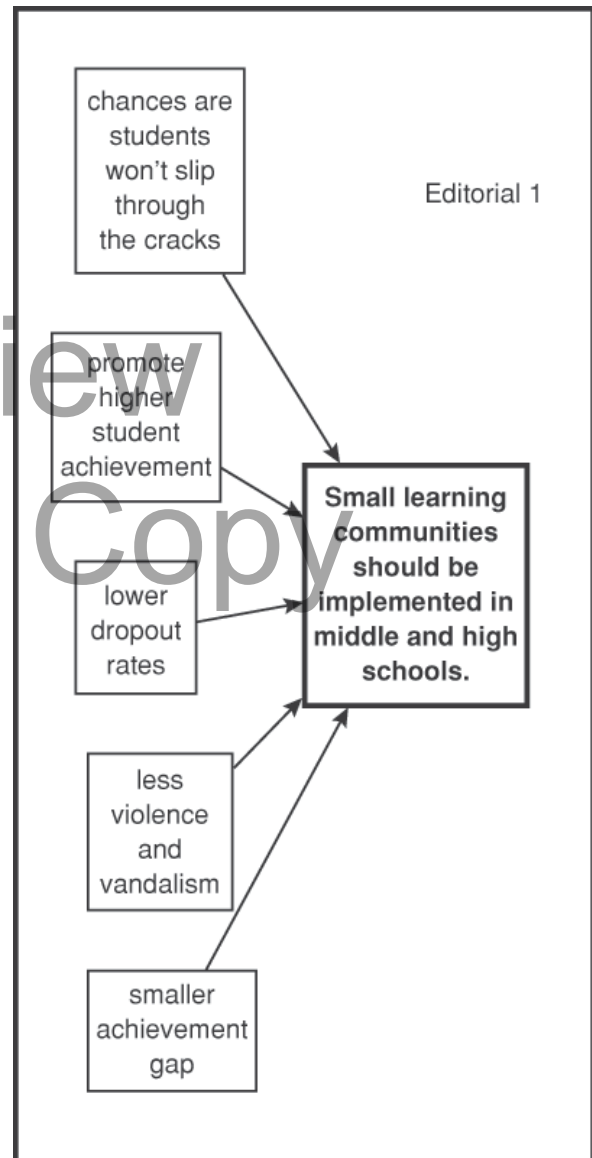
The notion of small, intimate learning communities appeals to common sense. If all of your teachers know your full name and something about you, chances are you won't slip through the cracks.

It is great to see this fine practice in high schools. Studies have found that the smaller learning communities have higher student achievement and lower dropout rates, as well as less violence and vandalism. They also tend to have a smaller achievement gap.

So what are we waiting for? Let's start erecting the scaffolding needed to make this happen on a larger scale. Policymakers on the Federal level have identified small learning communities as a positive approach for high schools, but they need to focus on supporting and fine tuning small schools at the middle grades too.

Encouraging individual learning and achievement will result in collective success for all.

*USA Today, March 12, 2006*

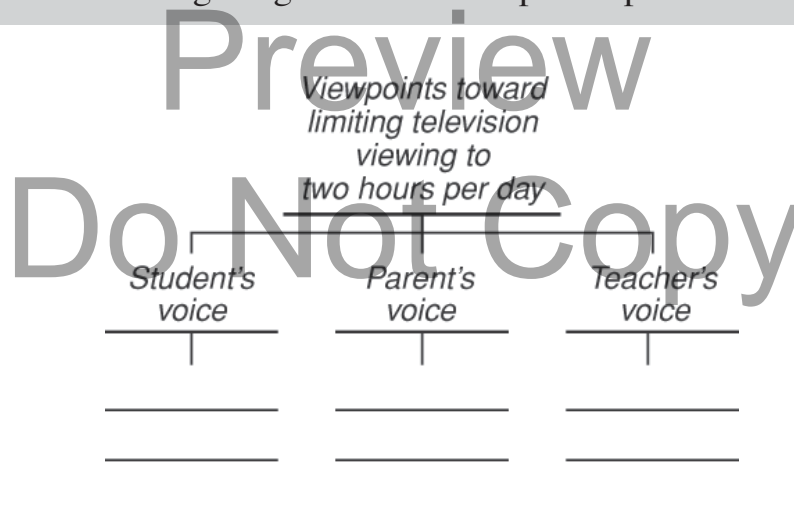


## ARGUMENTATIVE WRITING EXTENSIONS

### Extension of Strategy 3: Voice

Conduct a class discussion on how specific words or phrases used to explain something often reveal the writer's voice. On the overhead, draw a **Tree Map**. Write a topic such as *Television viewing should/should not be limited to two hours per day* at the top. On one sub-category, put *student's voice*; on the second sub-category, put *parent's voice*; on the third sub-category, put *teacher's voice*.

Divide the class into thirds; hold up the cards with students, parents, and teachers on them to emphasize the various voices or points of view. Have students write words and phrases that establish the voice of the assigned person for the pro or con support. Students must clearly establish either *should* or *should not* through their word choice. (This assignment may be organized in various ways. For example, the entire class may examine a pro or con from one point of view. Another option is for the class to be divided into three sections, with each third being assigned one of the specific points of view.)

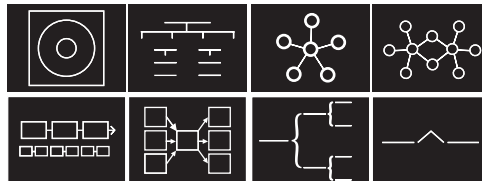


## BUILDING ARGUMENTATIVE WRITING SKILLS

### Answer Key to Strategy 3: Using Quotations to Support Your Position (Student Guide pp. 135–136)

Student responses to integrating quotations into position statements will vary. Since their positions on the topic will be different, the part of the text they decide to use will determine how they integrate the information. You may wish to have students share orally their statements so that all students hear the stylistic options.

## SAT I Instructor's Guide



Thinking Maps®  
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# Preview

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# THINKING MAPS

## Critical Reading and Writing in SAT I

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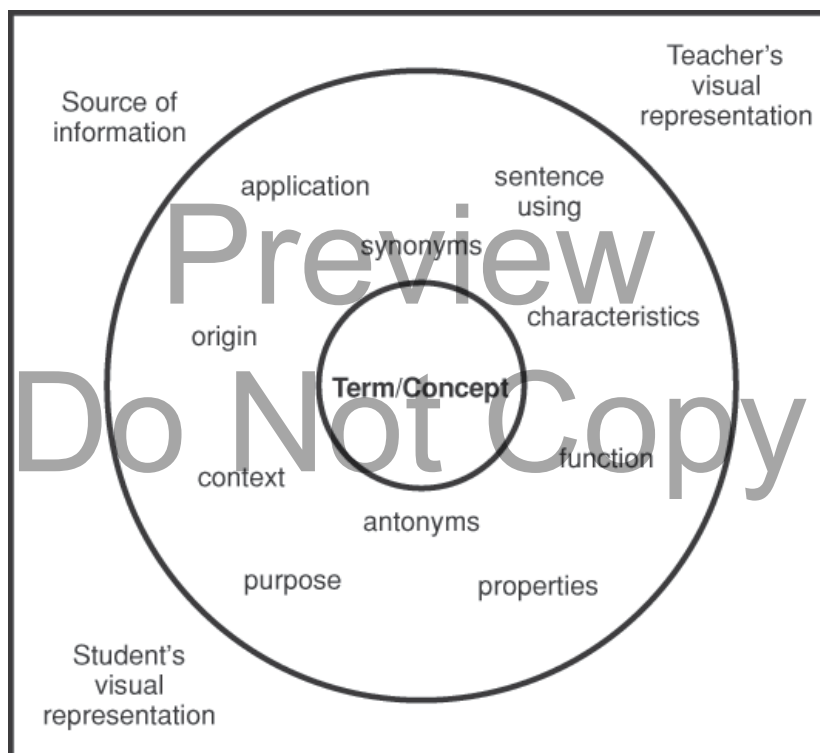
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## EXTENSION OF THE CIRCLE MAP FOR VOCABULARY IN CONTENT AREAS

Since SAT I assesses the student's ability to understand vocabulary from the social and natural sciences, literary fiction, and the humanities, it is useful for teachers in all disciplines to engage students in strategies that enhance their vocabulary. Illustrated below is a method for using the **Circle Map** to extend vocabulary in all content areas. In the center of the circle is the term/concept the students should learn. The ideas in the outer part of the circle represent the information teachers want the students to learn in the specific subject.



Teachers decide on four to six characteristics of the term students should know in the specific subject and have them construct a **Circle Map** that identifies that information. In the Frame of Reference, students should indicate the sources of the information. (See models that follow.)

## EXTENSION OF AUTHOR'S PURPOSE

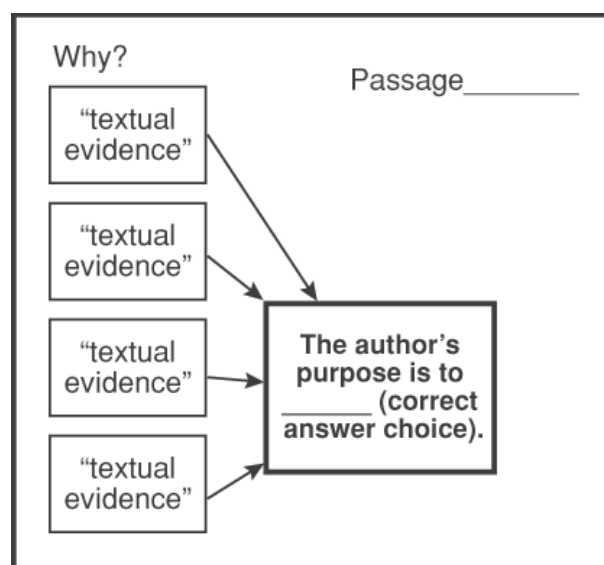
On numerous standardized assessments, as well as the SAT I, students are often tested on their mastery of determining an author's purpose in the entire passage or in a part of the passage. This type of question requires students to understand the author's thinking as well as the text to establish the reason a writer expresses his/her thoughts in a particular manner.

Basically, author's purpose can be classified into one of the following categories:

- to explain/inform
- to describe/to give an image of
- to persuade/convince
- to narrate/entertain.

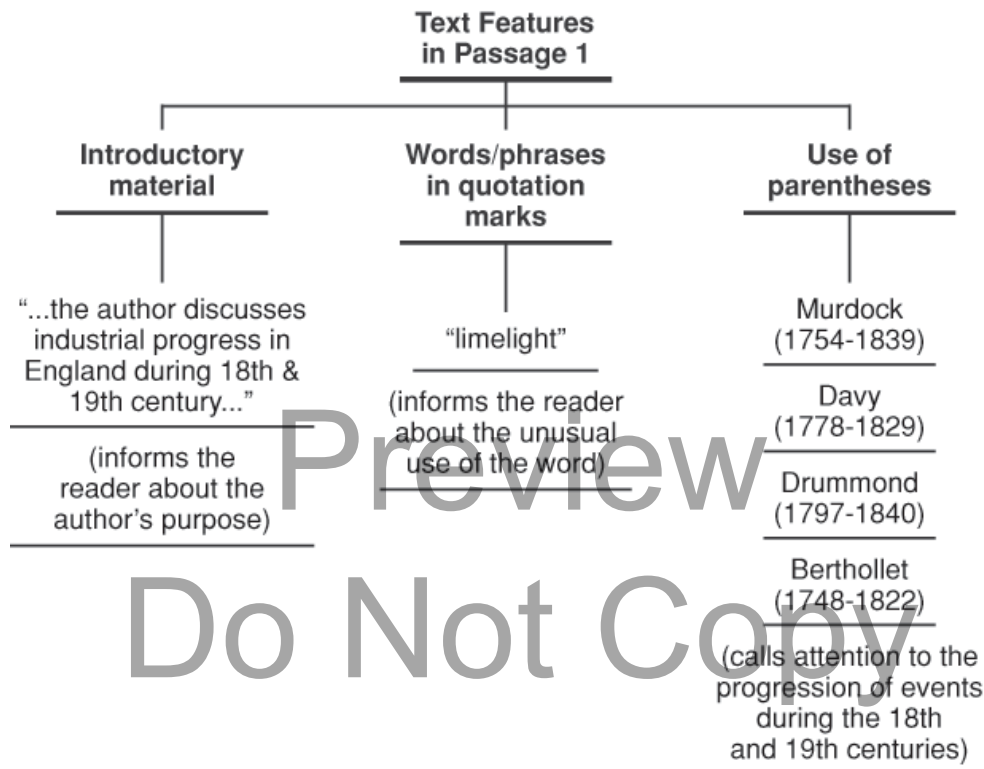
Because author's purpose is assessed in varied ways (see sample question stems in Student Guide, pp. 41–45), a strategy for addressing these challenging questions is to give students the correct answer to the question. However, students must locate the actual proof of the author's purpose.

The partial **Multi-flow Map** below visualizes this strategy and requires students to “think” about the author's rationale behind writing the selection.



**Step 1.** Use the **Tree Map** (see model that follows) to identify the text features and determine the purpose of each. Always read the introduction to the passage; it often contains *significant* information.

Check carefully for unusual punctuation and capitalization.



**Step 2:** Preview Question Stems (i.e. the actual question that precedes the answer options), marking the referenced lines in the passage and the vocabulary in context references. Put brackets around the referenced lines and circle the referenced vocabulary words.

**Questions with vocabulary in context references:**

1. In the context of the passage, the word “incandescent” in line 17 means
4. The word “revolutionized” (line 24) most nearly means

**Step 3:** Skim the introduction, transitional devices, and conclusion. Underline the key ideas and transitions; use these to identify the organizational pattern. (See underlining in the printed passage.)

The organizational pattern is **sequence**, as evidenced by the underlined dates and transitions that signal time.

**Step 4:** Read the selection.

**Step 5a:** Read each question and determine whether you can answer it by reading a portion of the selection (either a sentence or a paragraph). Label these questions with an N (NOW). Explain your reasoning.

**Step 5b:** Label all the questions that require you to read the entire selection with an L (LATER). Explain your reasoning.

1. In the context of the passage, the word “incandescent” in line 17 means **Now because it references a specific line in the passage.**
2. According to the passage, all of the following statements are correct EXCEPT **Later because it requires you to read the entire passage.**
3. The purpose of the author in this passage is to **Later because it requires you to read the entire passage.**
4. The word “revolutionized” (line 24) most nearly means **Now because it references a specific line in the passage.**

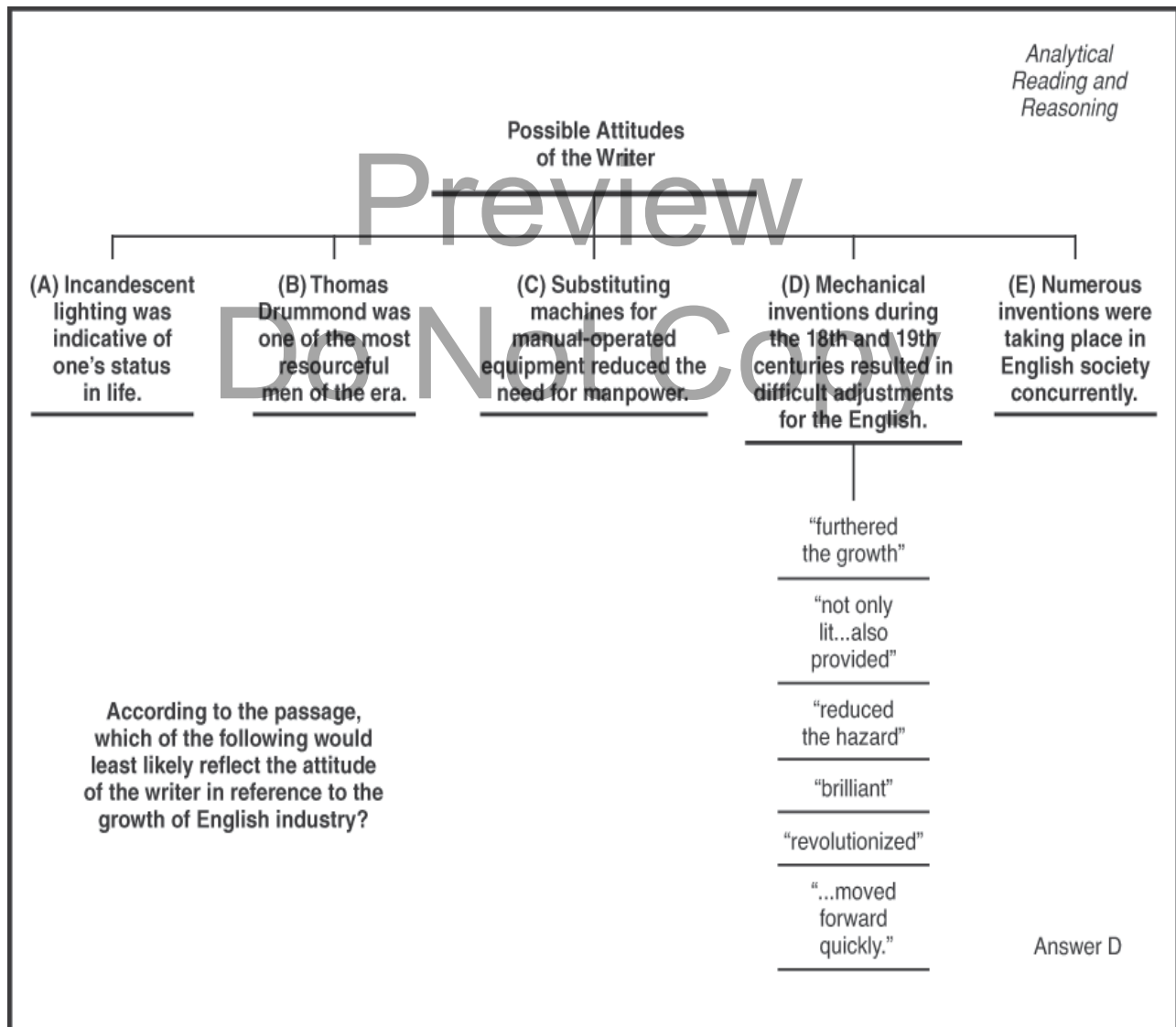
**Step 6:** Identify and squiggle the “key” words in each question stem which indicate the thought process and the focus of the question.

1. In the context of the passage, the word “incandescent” in line 17 means
2. According to the passage, all of the following statements are correct EXCEPT
3. The purpose of the author in this passage is to
4. The word “revolutionized” (line 24) most nearly means

**Step 7:** Mark the correct answer choice. First answer the NOW questions; then answer the LATER ones.

1. B
2. C
3. D
4. B

2. According to the passage, **which** of the following statements would least likely reflect the attitude of the writer in reference to the growth of English industry?
- (A) Incandescent lighting was indicative of one's status in life.
  - (B) Thomas Drummond was one of the most resourceful men of the era.
  - (C) Substituting machines for manual-operated equipment reduced the need for manpower.
  - (D) Mechanical inventions during the 18th and 19th centuries resulted in difficult adjustments for the English.
  - (E) Numerous inventions were taking place in English society concurrently.



## CRITICAL WRITING — THE SAT I ESSAY

### Using the *Analytic Rubric* as an Instructional Tool (Student Guide pp. 158–166)

An effective strategy for helping students to improve their essays is to use the *Analytic Rubric* to provide evaluative feedback. Using this rubric will enable you to target and prioritize the specific area(s) an individual student needs to address for improving his written product. Furthermore, it will assist you in making decisions about areas in which you need to conduct mini-lessons to reinforce or re-teach specific features of effective writing. See the example that follows.

#### Sample prompt

Think carefully about the issue presented in the following excerpt and the assignment below.

“A wise man will make more opportunities than he finds.”

—Francis Bacon

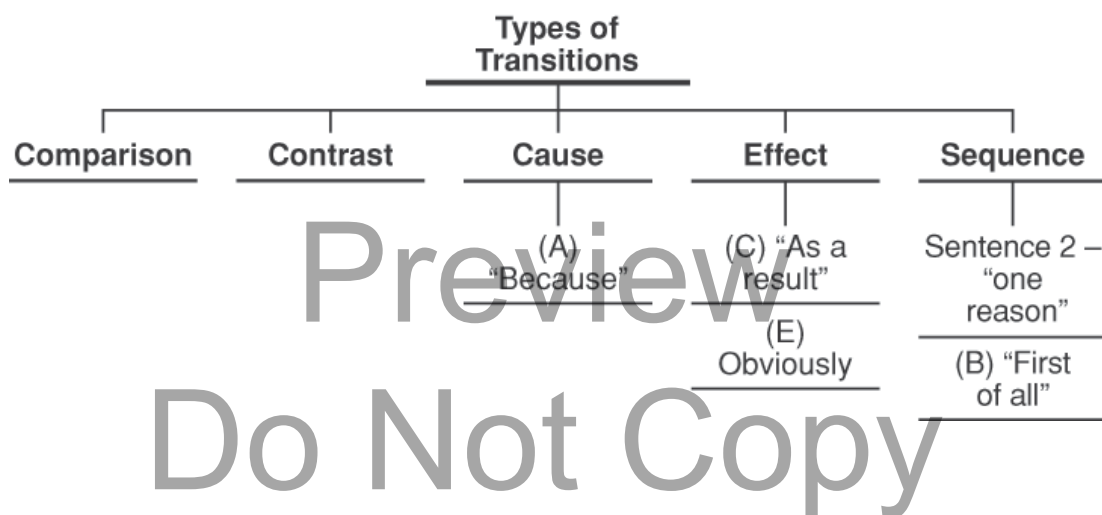
“Poverty is the parent of revolution and crime.”

—Aristotle

**Assignment:** Does environmental background determine the options one has in life or does an individual create his/her own opportunity? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

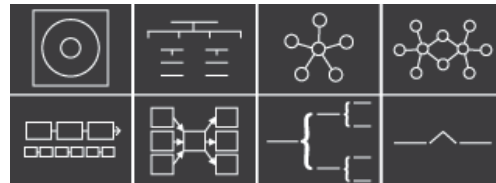


**Strategy 2:** The **Tree Map** is useful for helping students classify transitions, thus to identify correct responses from the answer options. Recognizing types of transitions in the text will help them understand the organizational pattern. In so doing, they will then be able to look for transitions in the answer choices that link to author's purpose and the development of the idea. In this instance, sentence 2 prepares the reader to expect a reason. Answer choice B connects to that possibility with the transition "First of all." See the example that follows:



**Strategy 3:** Another strategy to assist students in responding to the Improving Paragraphs section of SAT I is to use the **Bridge Map** to narrow the options in the answer choices. Frequently, several of the options in the foils will be grammatically **incorrect**. If this is the case, students will have a better chance of selecting the correct response if they can first eliminate those options. Again, the **Bridge Map** is an effective tool for doing this. Using the relating factor of "is a weakness in," teach them to identify the errors before making the answer choice. An examination of question 2 (reproduced as follows) illustrates how this works. In placing the answer choices on the **Bridge Map**, the student can visualize that option C has no obvious weakness; therefore, it is the correct response.

## ACT Instructor's Guide



Thinking Maps®  
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# Preview

*Thinking Maps®: Critical Reading and Writing for ACT* provides students and teachers with basic information about ACT and the use of Thinking Maps. The maps provide a visual tool for helping students respond to the challenges of the English, Reading, and Writing sections of the test.

The manual contains visual strategies for addressing vocabulary in context, English questions, reading, and writing. Each section of the manual contains an explanation of the strategies appropriate for a specific component of the test, a model of how to apply the strategy, and practice activities utilizing the strategy.

Additionally, the instructor's guide contains extensions of the strategies with an instructional explanation and practice applications. Answer keys are provided where necessary.

The reading passages without author or title are contained in Arthur Whimbey's *Mastering Reading Through Reasoning* and *Analytical Reading and Reasoning*.

# THINKING MAPS®

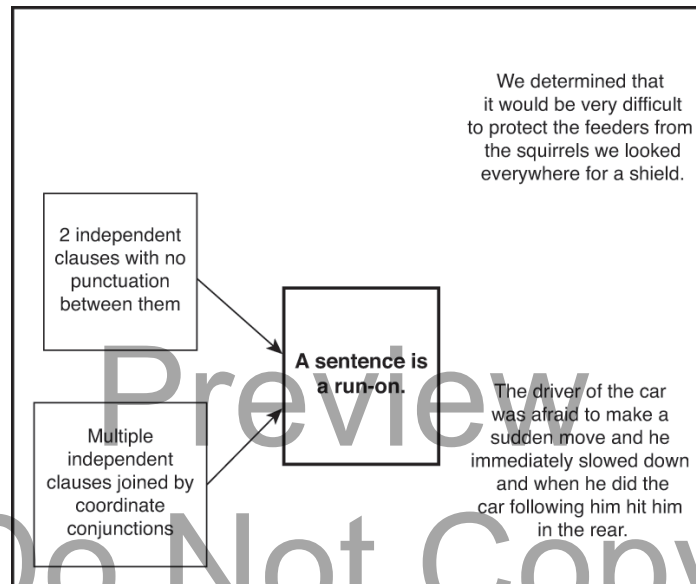
## Critical Reading and Writing in ACT

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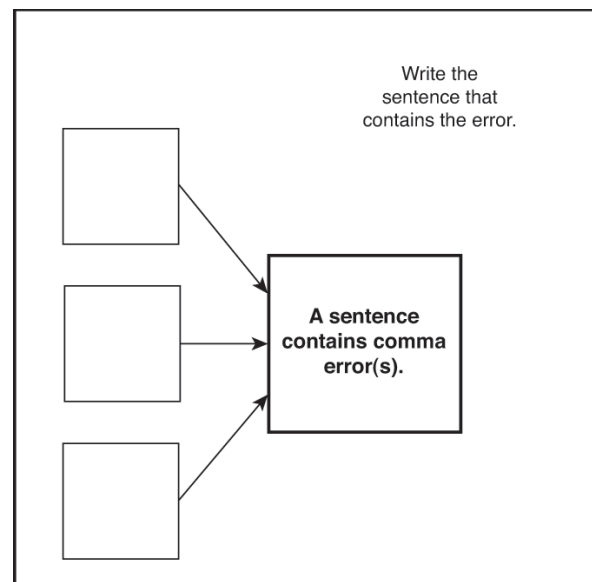
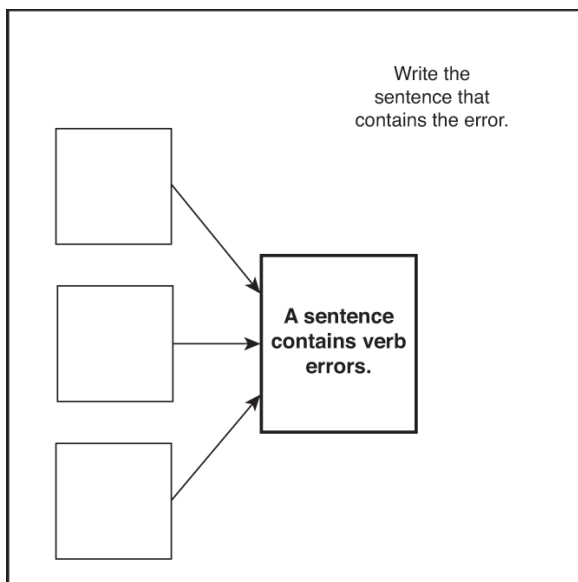
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## EXTENSION IDEA

Use the partial **Multi-flow Map** to assist students in establishing the causes of Rhetorical Skills errors. After they have identified the types of errors and made the corrections, they should examine all of the sentences under each category to determine the causes of a specific kind of error. For example, if one of the error categories is sentence structure, students should be able to establish the various causes of that error. See the example that follows with the problem sentences in the Frame.



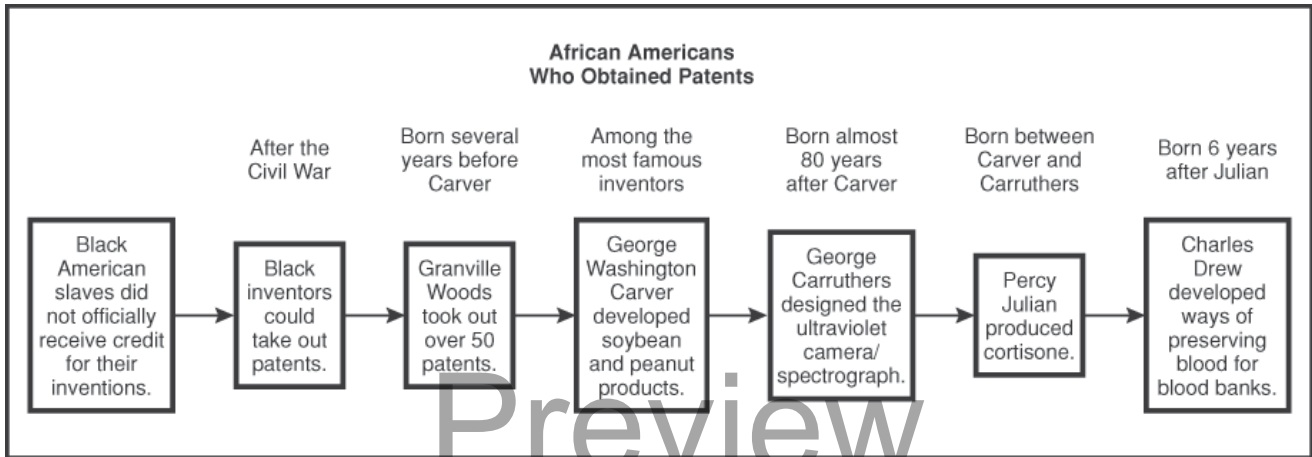
You may use a partial **Multi-flow** to determine the causes of any Rhetorical Skills errors. Following are samples of additional partial **Multi-flow Maps**.



## Answer Key for Strategy 1: Recognizing Organizational Patterns (Student Guide pp. 60–64)

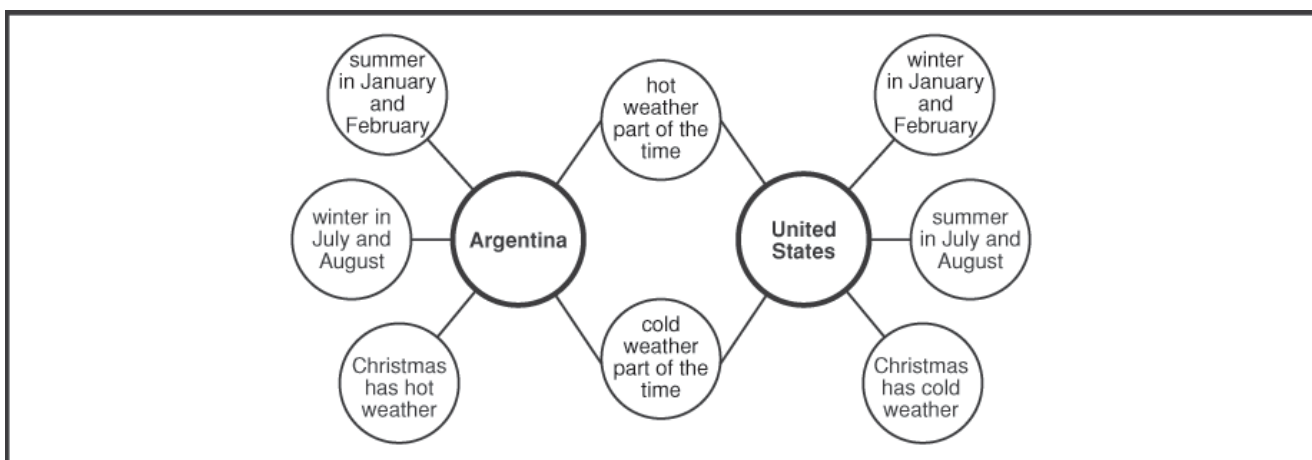
Following are options for analyzing the dominant organizational patterns in each selection. Be aware that the secondary patterns may be embedded within a passage.

### Selection 1



**Suggestion for Secondary Visualization:** Use the **Tree Map** to categorize the inventors and their contributions.

### Selection 2



**Suggestion for Secondary Visualization:** Use the **partial Multi-flow Map** to establish the reasons for this event: The USA and Argentina have opposite seasons.

**Answer Key to Strategy 3: Summarizing a Passage  
(Student Guide pp. 76–77)**

**Step 1: Read the original text and decide the organizational pattern.**

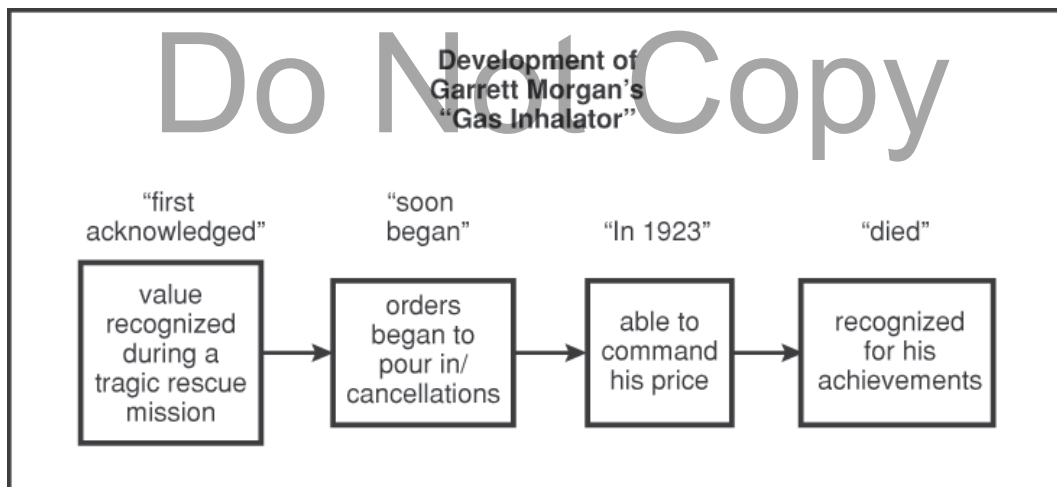
The transitions “first acknowledged,” “soon began,” “In 1923,” and “died” indicate a chronological order.

**Step 2: Read and identify the author’s purpose, which will be stated in a single sentence in the opening. It will lead to the central idea.**

The author’s purpose is to explain how Garrett Morgan’s “gas inhalator” developed and became valuable.

**Step 3: Determine the key idea in each “chunk” or stage of thought as indicated by the author’s use of transitions in the Frame of Reference. Use the Flow Map to indicate the progression of ideas.**

Preview



**Step 4: Write one-sentence summaries of each chunk. These will become the body of the summary.**

Chunk 1: The value of Garrett Morgan's "gas inhalator" began to be acknowledged when it was first used during a tragic rescue mission.

Chunk 2: Soon after this event, orders began to pour in; however, cancellations soon followed.

Chunk 3: Nevertheless, in 1923, Morgan was able to command his price for sales.

Chunk 4: By the time of his death, he had been highly recognized for his valuable achievement.

**Step 5. Write the draft of the summary.**

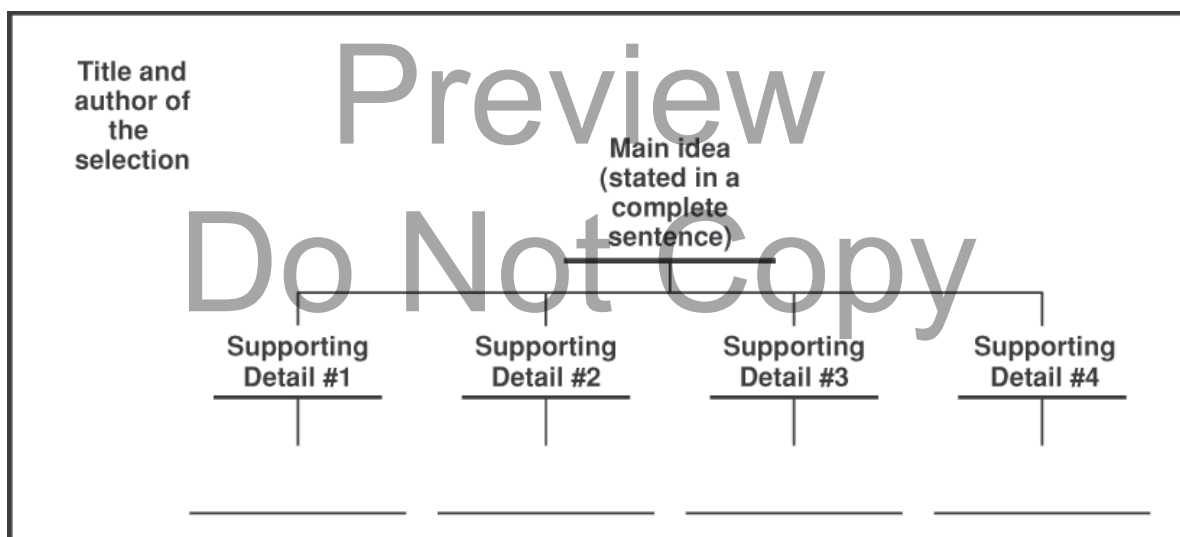
The author's purpose in this selection is to explain how Garrett Morgan's "gas inhalator" developed and became valuable. The value of Morgan's "gas inhalator" began to be acknowledged when it was first used during a tragic rescue mission. Soon after this event, orders began to pour in; however, cancellations soon followed. Nevertheless, in 1923, Morgan was able to command his price for sales. By the time of his death, he had been highly recognized for his valuable achievement.

**Step 6: Check for accuracy and completeness and make necessary adjustments.**

## EXTENSION OF STRATEGY 4 — MAIN IDEA

Another strategy for examining main idea is the use of the **Tree Map** to classify the information the writer uses to develop his idea. In the map below, students should write the main idea of the passage at the top of the map. On the subcategory lines, the student should write “Supporting Detail 1,” “Supporting Detail 2,” “Supporting Detail 3,” etc. On the detail lines, the student should write the textual evidence (quotations from the text) which supports the main idea.

**REMEMBER:** The student cannot determine the main idea until he has decided on the relevant supporting details.



## Answer Key to Strategy 3 — Selecting Convincing Language for Your Support (Student Guide pp. 113–115)

### Practice Exercise

From the sentences that follow, identify the Loaded Word and the Neutral Word. Then in the space provided, write a brief Connotative Analysis of the Loaded Word in each sentence and explain its emotional impact.

1. Carmen may try to sell you her car.  
Carmen may try to sell you her jalopy.

**Loaded Word:** jalopy

**Neutral Word:** car

**Connotative Analysis:** The reference to the “jalopy” suggests that the car is old and dilapidated; however, “car” has no negative implications.

2. My uncle is stingy with his money.  
My uncle is careful with his money.

**Loaded Word:** stingy

**Neutral Word:** careful

**Connotative Analysis:** The use of “stingy” reflects a negative attitude toward the uncle’s use of money, but “careful” expresses a more positive attitude toward the uncle’s use of money.

3. A group of children was playing outside.  
A group of brats was playing outside.

**Loaded Word:** brats

**Neutral Word:** children

**Connotative Analysis:** To refer to the children as “brats” indicates that the writer considers them to be a nuisance, perhaps unruly. “Children” simply refers to them as a group of young boys and girls with no judgment attached.