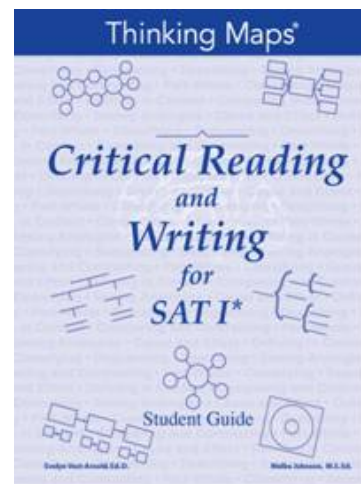
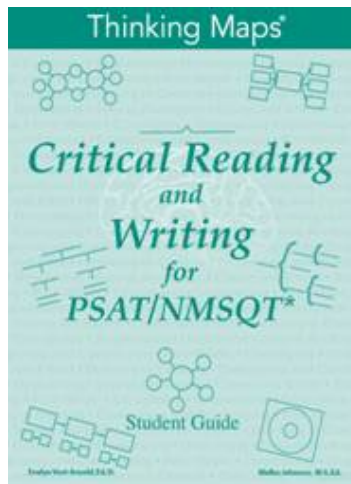
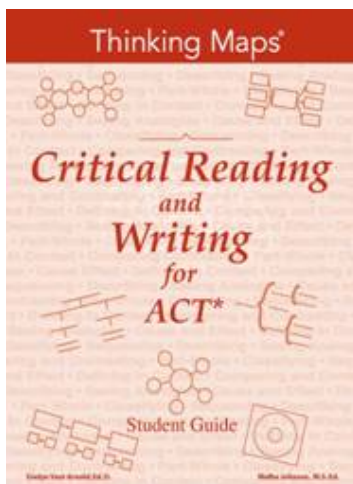
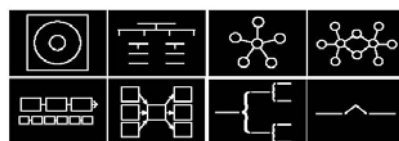


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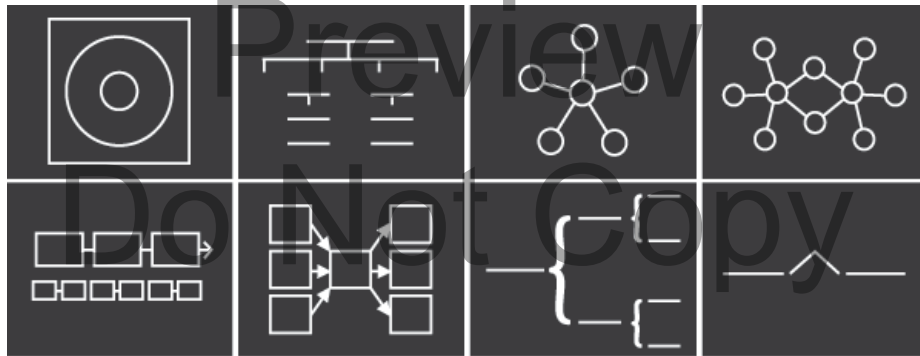


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Thinking Maps[®]
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Melba Johnson, M.S.Ed.

Evelyn Vest-Arnold, Ed.D.

THINKING MAPS®:

Critical Reading and Writing in Vocabulary

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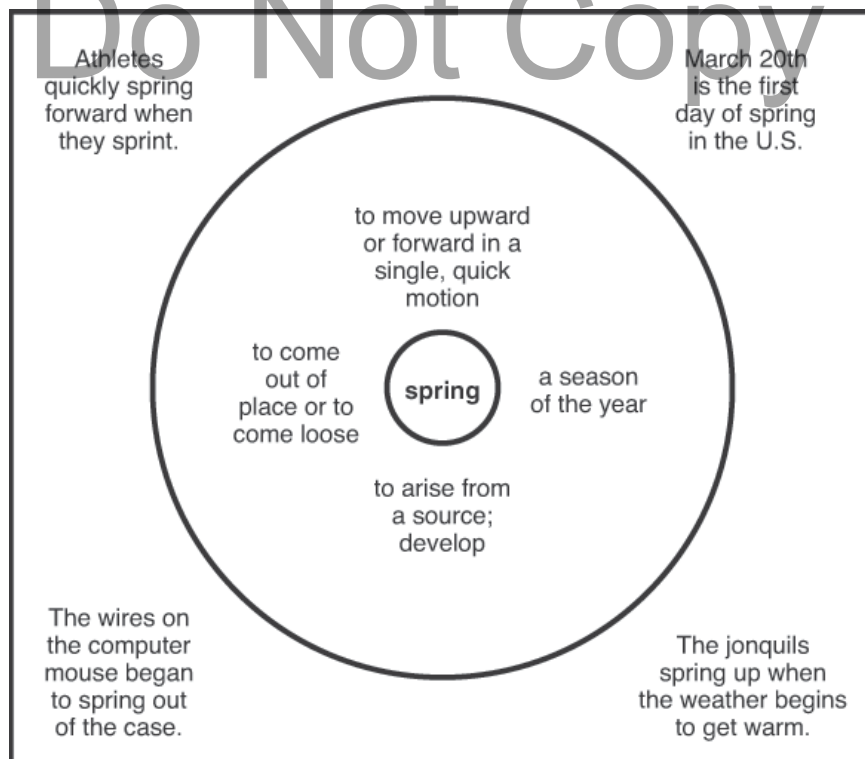
Strategy 2:

The Circle Map for defining words with multiple meanings

A challenge of the English language lies in the fact that numerous words have multiple meanings and can be used as varied parts of speech. On standardized assessments, test makers typically do not use a vocabulary word in its most common meaning. Rather, they examine your depth of understanding by creating vocabulary questions that extend beyond the most familiar meaning.

To utilize the **Circle Map** for defining words with multiple meanings, examine the model below. When using this map, write the word in the center of the small circle. You may want to divide the map into a minimum of four parts and write four varied meanings in the outside circle. In the Frame of Reference, write an original sentence to indicate your understanding of the definition.

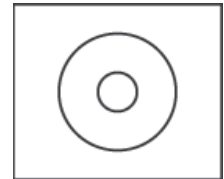
The following is a model of the use of the **Circle Map** to define words with multiple meanings.



YOUR TURN

Practice Exercise: For practice in using the **Circle Map** to define words with multiple meanings, create your own **Circle Map** for two of the following words based on the preceding model.

- coach
- contact
- pitch
- prompt



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YOUR TURN**Practice Exercise:**

- Visualize the parts of the whole sentence (including the punctuation) by creating a Brace Map as in the preceding model for each of the following sentence completion questions, highlighting key words and clues.
- 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 preceding 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

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Explanation: _____

Answer: _____

PRE-READING A PASSAGE

Strategy 2: Examine Question Stems

Before attempting to read a passage, quickly examine the question stems to identify the items dealing with specific line references or paragraphs. After noting these references, return to the passage and quickly mark these words, lines, or paragraphs. Practicing this strategy will help you note the significance of these specific lines when you actually read the passage.

MODELING THE STRATEGY OF EXAMINING QUESTION STEMS

In the following questions, for instance, you will find references to specific words, lines, or paragraphs contained in Passage I. In Passage I below, examine the use of the following symbols to mark the identified words, lines, or paragraphs:

- brackets to mark specific paragraphs or lines
- a circle to mark specific words or phrases referenced in vocabulary questions

1. The tone of the first paragraph could best be described as
 - (A) fanciful
 - (B) anticipatory
 - (C) regretful
 - (D) solemn
 - (E) doubtful
2. The effect of the details in lines 21-26 suggests that
 - (A) serious riders should focus on the bicycle ride only
 - (B) benefit rides should be limited to a smaller number of bikers
 - (C) an important part of the ride is socializing with other bikers
 - (D) waiting causes unnecessary anxiety among the bike riders
 - (E) the writer regretted having made the commitment to ride
3. The phrase “staggered starts” in line 24 most likely means
 - (A) scattering the bikers before they start
 - (B) clustering the bikers according to their pace
 - (C) monitoring the bikers according to their speed
 - (D) classifying the bikers according to their bike types
 - (E) describing the bikers according to their arrival times

Passage I

{ 1 Buzzzzzz . . . 4:30 AM!!! You have got to be kidding me?! OK, whose
2 bright idea was it to stay in the first hotel on the Sunday morning shuttle
3 route? Oh wait . . . that was my bright idea, Move on. . . .

4 Saturday ended at the 10-mile point for some of us on the MS 150
5 Breakaway to the Beach. My legs were experiencing what you might call
6 "mild soreness" at this early hour. However, I could be wrong. It could
7 have been more than mild soreness, but between the early morning
8 brain haze and the 800mg of Ibuprofen, I could not be certain of the
9 exact level of soreness.

10 Off we went to the high school in Florence for breakfast and a check
11 on the fairly new Trek 5200's that my wife and I were riding. Oh, did I
12 mention that my wife Sara was partaking in this adventure as well? A re-
13 luctant good sport who allows me to talk her into way too many things
14 when it comes to cycling, Sara had agreed to attempt the
15 85-mile version of the MS 150 with my brothers and me. I think she
16 agreed! At least, I understood her early May answer of "maybe" to be
17 a firm "yes. . . ." We arrived at the high school around 5:45 AM, quickly
18 grabbed the bikes, readied the gear, and headed to the cafeteria for
19 some Eggos and cereal. Add a little extra syrup (good for energy, you
20 know!), fill the water bottles, and head back to the bikes.

{ 21 IT'S TIME TO RIDE!!!! Maybe not. Actually, it was time to wait. The
22 start was scheduled for 7AM, and there were riders heading out around
23 that time who had registered with variations in predicted finish times.

24 However, with approximately 2100 cyclists and staggered starts,
25 there was time to strike up conversations about President Bush, the War
26 in Iraq, a movie quote or three, and the new *Litespeed* beside me. Soon
27 enough, we were off. Day 2 had started, and I was quickly reminded
28 that I should have ridden more over the summer. Or taken 1000 mg of
29 Ibuprofen instead!!!!...Myrtle, here we come!

POST READING

After “chunking” and summarizing the passage, reflect on the total passage before you attempt to respond to the multiple-choice questions. Often it is necessary to identify the main idea of the passage and the tone; both require you to draw conclusions based on inferred or implied material. Consequently, many of the multiple choice questions will require you to consider these three types: main idea, tone, and inference/drawing conclusions.

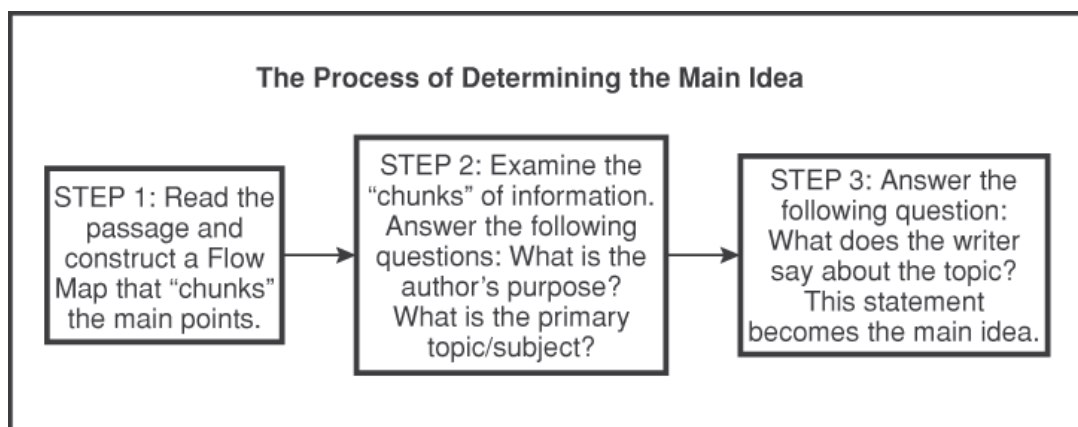
Strategy 1: Modeling Multiple-Choice Question Types

Question Type 1: Main Idea

Main idea questions frequently appear in the following forms:

- “What is the main idea of this passage?”
- “Which best states the main idea?”
- “What is the main idea of _____ paragraph?”
- “The passage primarily focuses on . . .”
- “Both passages indicate that . . .”
- “The authors of the two passages DISAGREE on which major point?”
- “Which statement would most likely be supported by the authors of both passages?”

Answering these questions requires an understanding of how to determine main idea. The following process will be beneficial as you analyze passages to decide on the central idea.



YOUR TURN

Step 1: To practice analyzing paired reading passages, create a **Flow Map** in which you “chunk” the most important information in each passage. Remember that for paragraph selections, identify the topic sentence, the main chunks, and the clincher sentence. For multiple paragraphs, identify the thesis sentence, the topic sentences, and the clincher sentence.

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.

Step 1: A. Create a Flow Map for Passage 1.**B. Topic Sentence:****C. Clincher Sentence:**

Building Argumentative Writing Skills

For your argument to be convincing, you must use strong, valid reasons that are clearly explained to your reader or audience. If you are defending the position that a school should not have a dress code, it is not convincing simply to state that students do not like dress codes. To state, instead, that a dress code limits individuality provides a more viable basis for a strong argument.

Strategy 1: Become familiar with convincing reasons

Following you will find some sound reasons to consider when defending your position on controversial topics. These may be used in multiple situations; therefore, becoming familiar with them will enhance your ability to convince readers of your point of view.

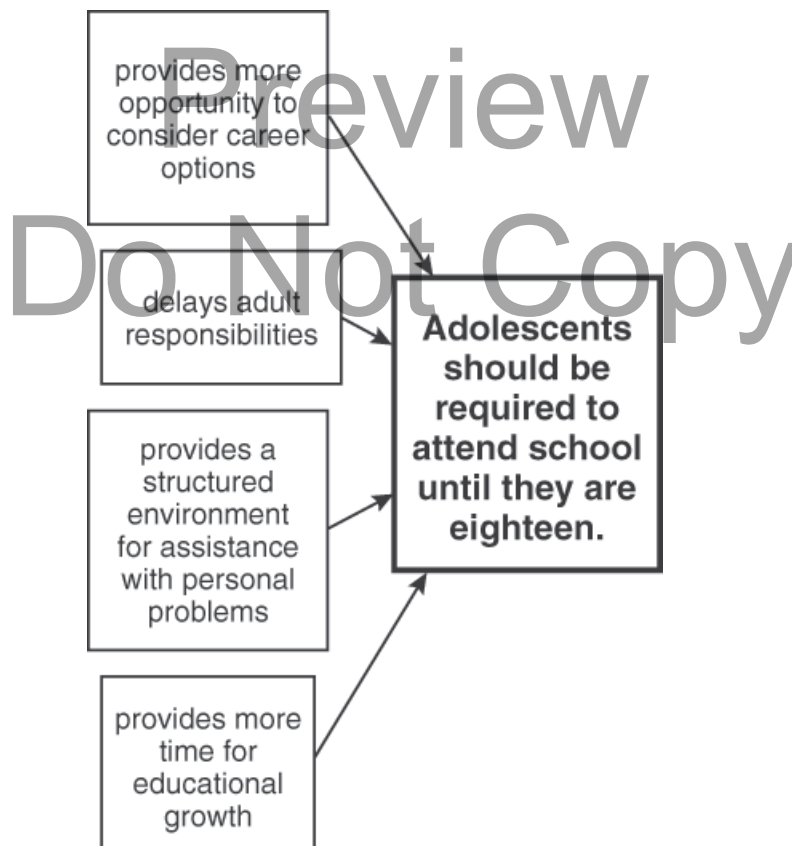
- teaches lifetime skills
- provides a safe environment
- deters crime/violence/negative behavior
- improves student performance
- enhances/builds family relationships
- creates better citizens
- improves/harms health
- equalizes the students/student body
- builds school unity and pride
- reduces/increases stress
- limits freedom/responsibility
- saves money/provides economical benefits
- provides more opportunities for students
- teaches teamwork and cooperation
- teaches responsibility
- restricts imagination
- deters discipline problems
- provides educational opportunity
- offers new experiences
- discourages stereotypes/intolerance
- encourages open-mindedness

Strategy 2: Use convincing reasons to defend your position

To convince a reader of your point of view, you must do the following: take a position, defend it with sound reasons, provide convincing support and elaboration, and leave the reader with thought-provoking ideas about your stance.

To practice, you should use the partial **Multi-Flow Map** to state your position and organize your reasons. Following is a model of how to visualize this process.

Topic: Adolescents should/should not be required to attend school until they are eighteen.



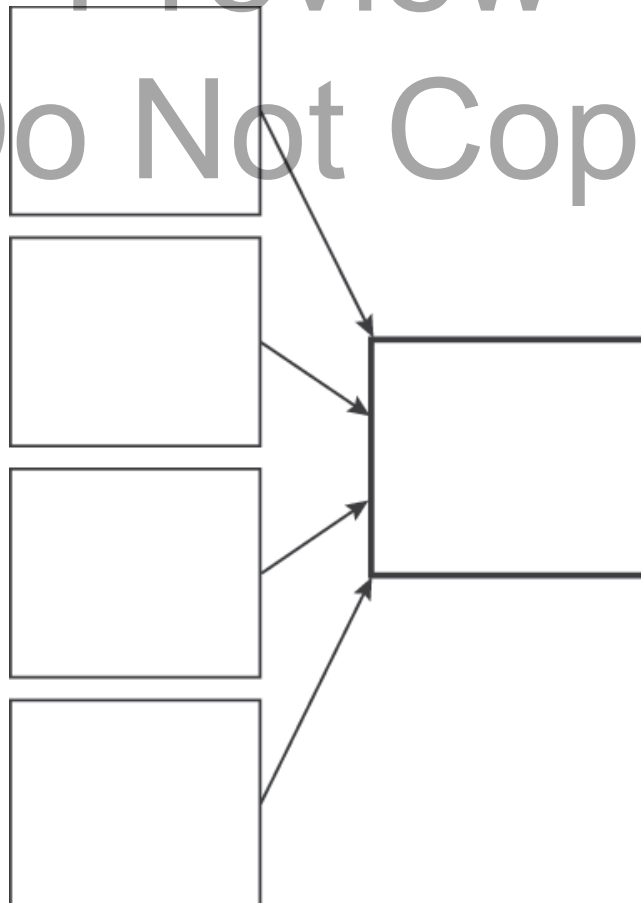
YOUR TURN

To practice, choose one of the following issues and construct a partial **Multi-Flow Map** like the preceding one to state your position and organize your reasons. A blank model follows the topics.

Take a position on whether

- Adolescents should or should not be allowed to drive until they are eighteen.
- Internet use in the home should or should not be monitored by parents.
- Parents should or should not limit TV viewing time for their adolescent children.
- Cell phones should or should not be allowed at school.
- Adolescents should or should not be required to obtain parental consent for body piercing/tattoos.

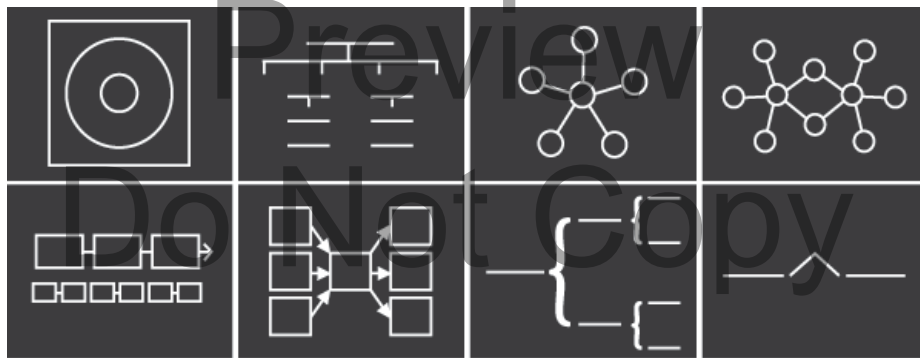
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I N C O R P O R A T E D

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THINKING MAPS: Critical Reading and Writing for SAT I

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Strategy 2: The Bridge Map for Seeing Relationships

Another strategy to increase vocabulary comprehension is the use of the **Bridge Map**. This map will provide a tool for applying the process of seeing analogies. On the line to the far left, write the **relating factor**, which is a phrase that identifies the relationship between both words or phrases in the analogy. On the top and bottom of the left side of the bridge, write the first pair of words or phrases that has this relationship. On the right side of the bridge, write the second pair of words/phrases that has the same relationship. The **Bridge Map** can be extended to multiple pairs as long as the same relationship exists. (Remember that the relating factor must contain a verb.)

The **Bridge Map** is constructed as follows:

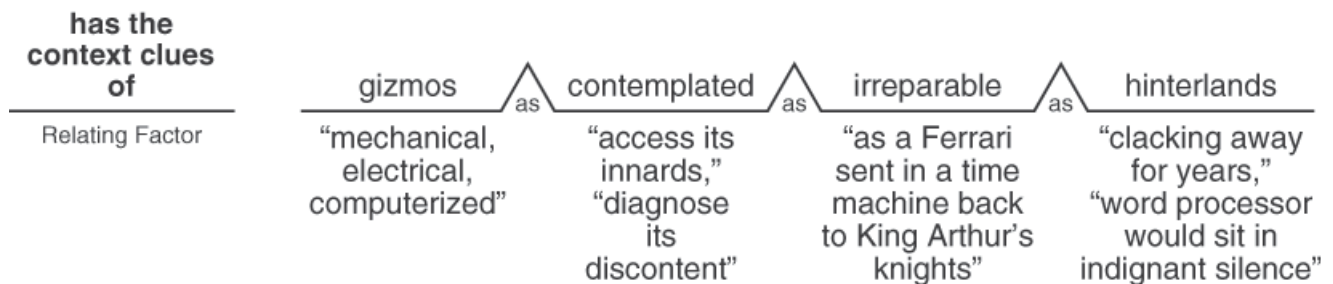


As a check for understanding, write the analogy as a complete sentence. For example, in the preceding **Bridge Map**, the sentence would read “A leg **is a part of** a body as a wheel **is a part of** a car as a limb **is a part of** a tree.”

APPLICATION 1

In using the **Bridge Map** to understand unfamiliar vocabulary, the relating factor should be “**has the context clues of.**” When reading a selection, identify unfamiliar vocabulary words and search for context clues that will assist in establishing the meaning of the words. For example, read the following paragraph and pay particular attention to the bold words. These are unfamiliar vocabulary words. Then construct a **Bridge Map** with the relating factor “**has the context clues of.**”

All **gizmos** and gadgets occasionally break down, whether they are mechanical, electrical, or computerized. This fact also makes manual [typewriters] popular in developing countries. A manual can be kept in working order by a person with relatively simple skills and tools. But an electric typewriter or a computer generally requires a highly trained technician with specialized tools and electronic test equipment just to access its innards and diagnose its discontent before any repair can be **contemplated**. In many areas of the world today, electronic word processing equipment would be as **irreparable** as a Ferrari sent in a time machine back to the days of King Arthur’s knights. A humble manual can be kept clacking away for years in the **hinterlands** of Southeast Asia where a word processor would soon sit in indignant silence for many days.



YOUR TURN

Following are sample sentence completion questions you will encounter on the SAT I. Use these to practice for this portion of the assessment by analyzing each one with a **Tree Map** as explained in Strategy 1. You will discover that your understanding and performance on these types of questions will greatly improve.

1. One definite way to eliminate a harmful habit is to _____ a novel one to replace it.
 - (A) nourish
 - (B) curtail
 - (C) contemplate
 - (D) deliver
 - (E) erase
2. We classify government rulers _____ who inflexibly promote their ideas despite the _____ resistance by numerous citizens.
 - (A) imperious . . . substantial
 - (B) conservative . . . dogmatic
 - (C) dictatorial . . . obese
 - (D) arbitrary . . . frightened
 - (E) cowardly . . . uninformed
3. _____ people are those who normally look with degradation upon others whom they consider to be _____.
 - (A) arrogant . . . superior
 - (B) grandiose . . . pompous
 - (C) haughty . . . inferior
 - (D) complacent . . . conceited
 - (E) supercilious . . . self-important

Practice Passage 2

1 A steel rudder and a bronze propeller	14 (NH ₄ CL) and its solution in water; for
2 on a ship may produce a chemical	15 iron, zinc; and for bronze, carbon. The
3 reaction in seawater that causes a	16 slush, being saltier than seawater,
4 small current of electrons to flow. And	17 is a better conductor; and zinc is
5 while this combination does not make	18 more reactive than iron. The greatest
6 an efficient battery, as <i>Encyclopedia</i>	19 advantage of this cell, however, is that
7 <i>Britannica</i> explains, “a cell much like	20 in it the formation of hydrogen bubbles
8 it is very useful.” This is the “dry cell,”	21 is prevented by a layer of manganese
9 invented by Georges Leclanche (1839-	22 dioxide around the carbon electrode.
10 82) about 1865 and found in many	23 This readily gives up its oxygen atoms,
11 portable radio receivers, hearing	24 which combine with the newly formed
12 aids, etc. For seawater the dry cell	25 hydrogen atoms (technically called
13 substitutes a slush of sal ammoniac	26 nascent hydrogen) to form water.

- One can conclude from the passage that
 - hydrogen bubbles prevent a layer of manganese dioxide from forming
 - hydrogen bubbles are needed in a battery
 - hydrogen bubbles are not needed in a battery
 - hydrogen bubbles form around the carbon electrode in a battery
 - hydrogen bubbles cause the formation of manganese dioxide
- According to the context of lines 24–26, nascent hydrogen
 - combines with water to form oxygen
 - combines with oxygen to form manganese dioxide
 - combines with zinc to create oxygen atoms
 - combines with oxygen from manganese dioxide
 - combines with carbon from seawater
- The author of the passage uses seawater, rudder, and propeller in order to
 - describe the parts of a ship
 - compare the battery and a ship
 - explain the function of a dry cell
 - contrast the cell and the sal ammoniac
 - identify the advantage of the dry cell

Applying the Single Passage Process to Practice Passage 2:

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YOUR TURN

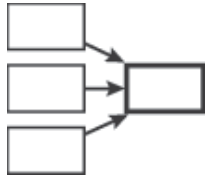
To practice this strategy, read the excerpt that follows. Then construct two partial **Multi-flow Maps** similar to the preceding examples to help you determine the answers to **Question 1** (using the left side to indicate **cause/reason**) and **Question 2** (using the right side to indicate **effect**).

Before learning to control fire, humans probably slept in trees in order to avoid the attack of ground-dwelling predators. However, with a campfire to keep the predators away, they could sleep soundly and securely on the ground. Thus this new physical arrangement for sleeping allowed group members to sleep closer to one another, encouraging interaction that contributed to the cohesion and solidarity of the group.

Fire was used for a number of purposes, from cooking to aiding in the hunting of animals. Probably the most important effect of learning to control fire, though, was the fact that the rhythm of life was changed. Before fire, the human daily cycle coincided with the

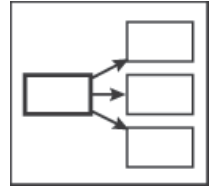
rising and setting of the sun—resulting in roughly twelve hours of activity and twelve hours of sleep. So fire lengthened the day. It allowed the humans more time to think and talk about the day's events and to prepare strategies for coping with tomorrow. The campfire, consequently, afforded the opportunity to exercise the mind in a relaxed atmosphere, away from the routine daily pressures of trying to survive. "It was around such fires, too, as man stared into the flames and took comfort in the radiating warmth that stories became myths and world views became crystallized as philosophies." As a result, learning to control fire contributed significantly to the formation of culture.

1. The main **purpose** of the passage is to
- (A) describe how ground-dwelling predators attacked
 - (B) explain how controlling fire influenced mankind
 - (C) inform the reader how myths developed in culture
 - (D) show how mankind coped with daily problems
 - (E) contrast past methods of survival with current ones



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2. According to the passage, the most important **effect** of controlled fire is
- (A) a new physical sleeping arrangement for human beings
 - (B) improved cooking equipment and diet for human beings
 - (C) ability to control the attack of ground-dwelling predators
 - (D) increased likelihood that mankind would plan for the future
 - (E) fewer forest fires would threaten mankind's environment



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THINKING MAPS: Critical Reading and Writing in the Essay

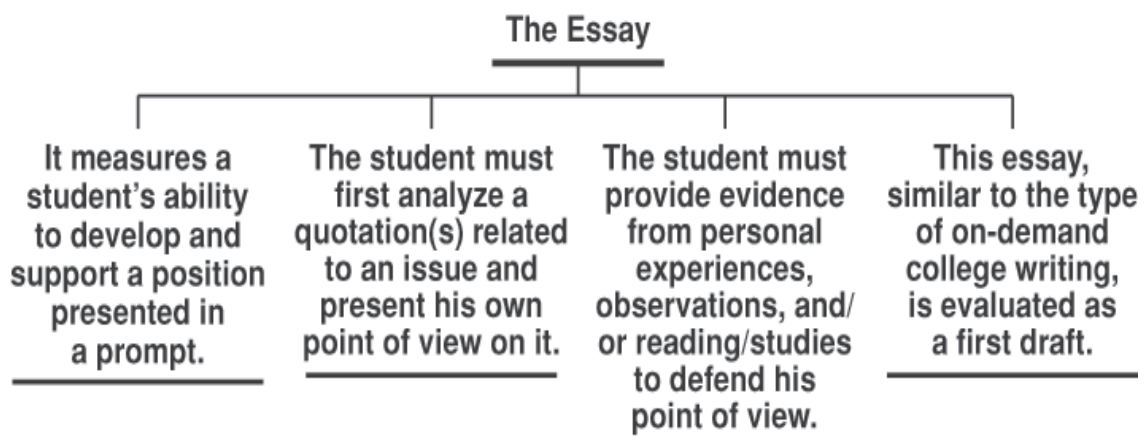
“Converting thoughts into words on a page
requires diligence and knowledge.”

—Anonymous

You sit staring at the hands of your watch tick, tick, tick away!! The clock is racing and your palms are perspiring! You feel the pressure to put something on that blank page glaring at you, but where do you begin? Thousands of you will feel that same pressure and anxiety unless you know how to prepare for this portion of the SAT I.

You realize that evaluators will read and score your essay for its content and conventions. You know that writing is an essential skill for both college and the workplace; therefore, the intention of this section is to give you an opportunity to demonstrate the writing competencies that you have developed in your educational career.

Following is a **Tree Map** that visualizes the characteristics of the SAT I essay.



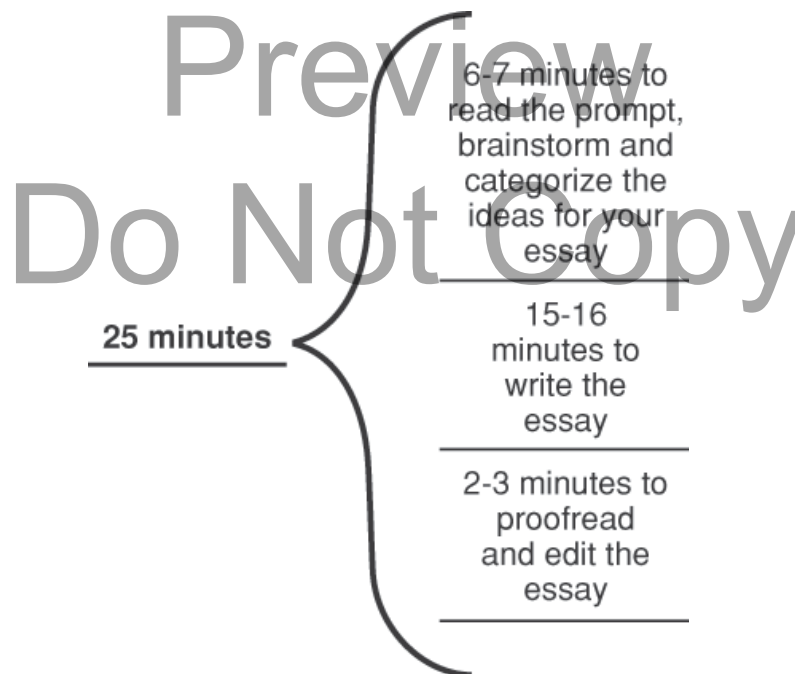
Hence, your realization of all of these factors, plus additional thoughts that invade your mind, inspire you to proceed on this twenty-five (25) minute venture of thinking and responding!

Before you examine some sample prompts and responses, you should first know the answers to the following question.

What is the process for responding to the SAT I prompt?

Monitoring the Time

One of the most significant factors that you must remember in approaching the essay is the limited time of twenty-five minutes. Below is a suggestion of how to utilize those minutes.



Be sure to watch those minutes carefully; they will pass quickly and your essay will be incomplete. You must allow time to proofread and edit since the scorers will evaluate your command of conventions.

What are some additional prompts you may use to prepare for the writing assessment?

YOUR TURN

Following are sample SAT I prompts to use for practicing your writing skills. Choose two of the prompts and use the six-step process to practice writing a 25-minute essay. (These prompts have not been field-tested by College Board).

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

“Political action is the highest responsibility of a citizen.”
—John F. Kennedy, speech October 20, 1960

“When a man assumes a public trust, he should consider himself as public property.”
—Thomas Jefferson, 1834

Assignment: Should public officials be held responsible for all actions in their private lives or are there situations from which they should be immune? 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.

2. 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

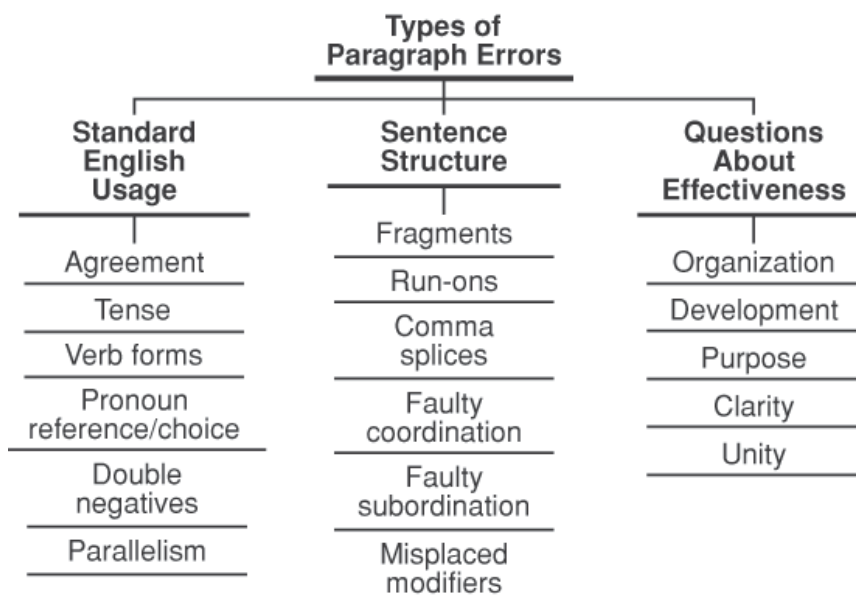
Strategy 3: Improving Paragraphs

The SAT I assesses not only your ability to improve sentence effectiveness but also your ability to examine the relationship between sentences or groups of sentences. This section of the test requires you to edit and revise parts of sentences, whole sentences, or paragraphs in relationship to a specific context. (The samples used are unedited student responses.)

Assessed in this component is the ability to give evidence of the following skills:

- eliminating wordiness
- adding purposeful descriptive language
- combining sentences to produce a more effective relationship between ideas
- rearranging ideas to produce a logical organization
- adding appropriate information to introduce, develop or conclude ideas (i.e, inserting a sentence in a paragraph to develop it, adding a transitional phrase or clause to establish a connection between ideas, or adding an introductory or conclusive sentence to a passage).
- evaluating options to determine the best or most appropriate choice (see Evaluative Qualifiers, pp. 31–39 in the vocabulary section).

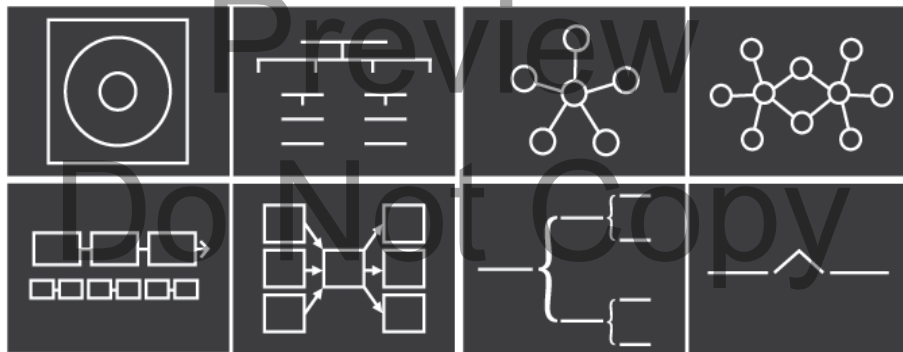
The **Tree Map** that follows classifies the types of questions students will confront in the Paragraph Improvement Section and gives details about each category.



Thinking Maps[®]: Critical Reading and Writing for ACT*

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Student Guide



Thinking Maps[®]

INCORPORATED

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THINKING MAPS®: Critical Reading and Writing for ACT

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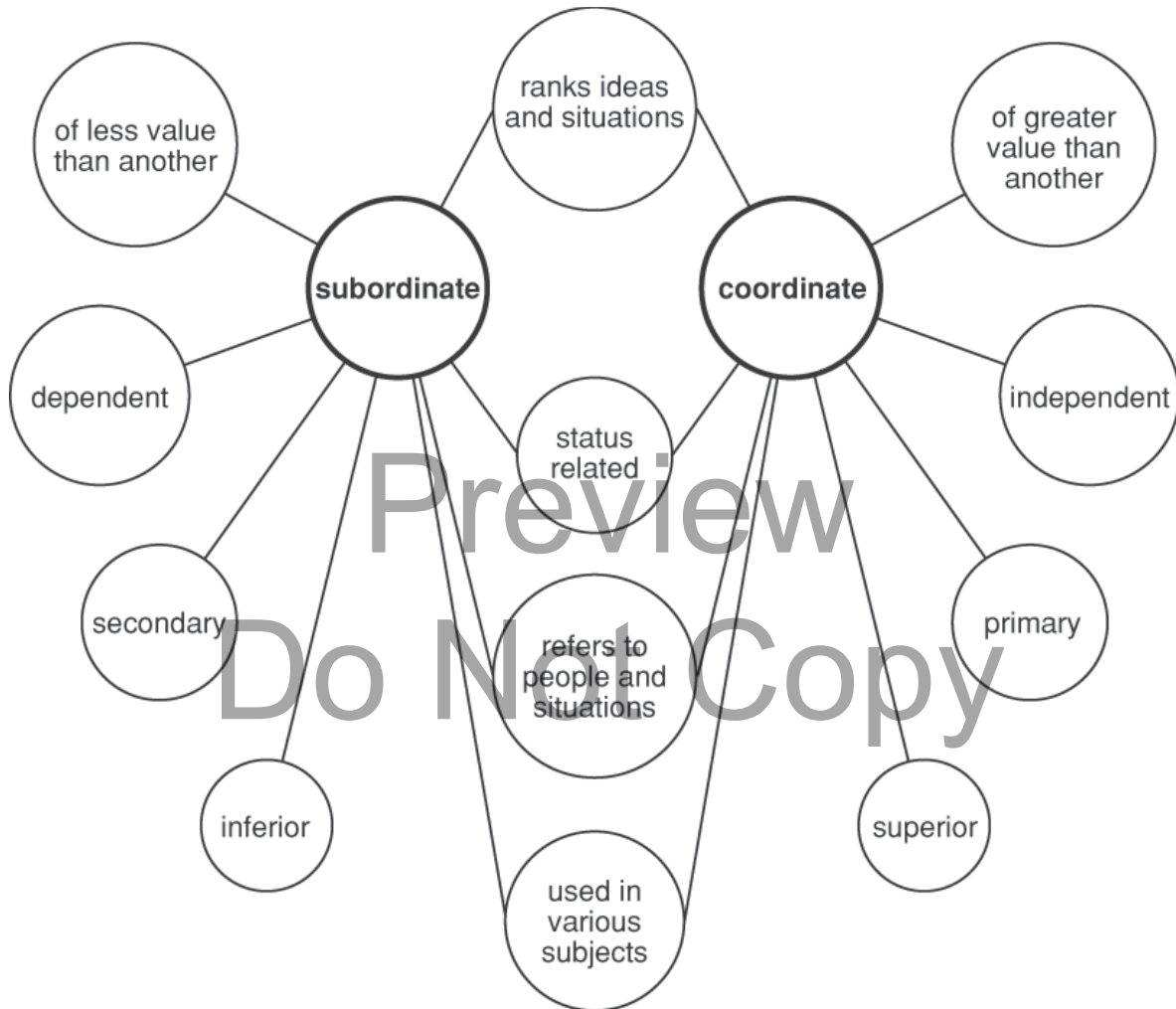
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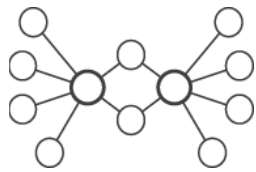
Strategy 3: Use the Double Bubble Map to compare and contrast ideas and to transfer meaning from one context to another. See the example that follows.



YOUR TURN

For each of the following pairs, construct a **Double Bubble Map** like the one previously illustrated in which you compare and/or contrast the terms/words.

1. objectivity/subjectivity
2. metaphysical/subterranean
3. metaphorical/analogical
4. absolute/relative
5. executive decision/articulation

Your Turn

Preview
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English Practice Exercise

Directions: In the passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or aligns most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.”

For each passage, complete the Tree Maps on pages 40, 43, and 45. For each numbered item, categorize the type of error that exists, and then select the best answer from the options given.

Practice Passage 1

If I had to state a position on whether wild animals should or should not be kept in zoos, I'd say they should. My reasons are simple, yet they are important. (1) They are because of people needs, environmental issues, and also animals die. (2) These are just a few reasons I think animals should be kept in zoos.

First of all, if animals were not kept in zoos, this (3) would have a major impact on people. To begin with, people would be shooting animals because of something as little as disturbing the dogs or other

1. A. NO CHANGE
B. simple; yet they are important.
C. simple, therefore, they are important.
D. simple, but yet they are important.
2. F. NO CHANGE
G. animal deaths
H. death of animals
J. dying of animals
3. A. NO CHANGE
B. they
C. it
D. this practice

animals. But I'd like to say if the wild animals were locked up behind the zoo walls they (4) would not be able to disturb anything. Another reason is virus. (5) Virus can come through many meat eating wild animals. Knowing this, if the wild animals are not kept in zoos there could be virus everywhere. . . .

4. F. NO CHANGE
G. walls, they
H. walls. They
J. walls; they
5. A. NO CHANGE
B. Another reason is viral infection.
C. Another effect on people is the threat of viral spread.
D. Viruses are very dangerous to people.

Note: In determining your answer, always be sure to examine all answer choices. Mentally determine **WHY** each option is correct or incorrect.

Answers to Practice Passage 1

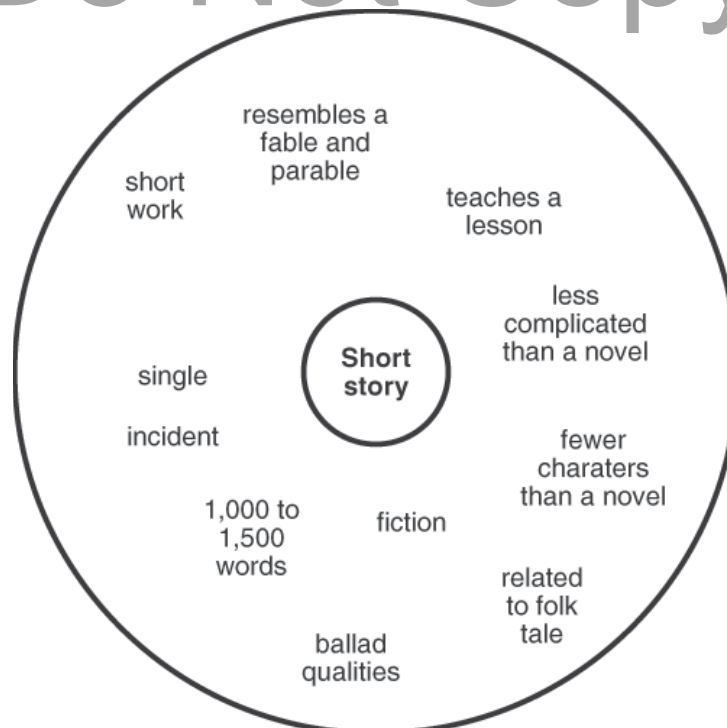
1. Type of error _____
Correct answer _____
2. Type of error _____
Correct answer _____
3. Type of error _____
Correct answer _____
4. Type of error _____
Correct answer _____
5. Type of error _____
Correct answer _____

MODELING STRATEGY 1:

The following model illustrates how to recognize and visualize the organizational pattern in a reading selection. The first selection demonstrates a **definition pattern**, which can usually be identified by characteristics or qualities associated with the term/concept. Note the characteristics of a short story revealed in this text.

The short story is a short work of fiction that usually centers around a single incident. Because of its shorter length, the characters and situations are fewer and less complicated than those of a novel. A short story may range in length from a short short story of 1,000 to 1,500 words to a novelette, or short novel, of 12,000 to 30,000 words. The short story has many qualities of the ballad, a story in verse form. It is also related to the folk tale, a story handed down by word of mouth from generation to generation over the years. Many characteristics of the short story come from earlier literary forms that tried to teach a lesson. These forms include the fable, a story about animals, and the parable, a story with a religious lesson.

To visualize this definition pattern, you write the term being defined in the small circle of a **Circle Map**, used for defining in context. In the outside circle, write the characteristics of the term as stated in the selection.



MODELING STRATEGY 4:

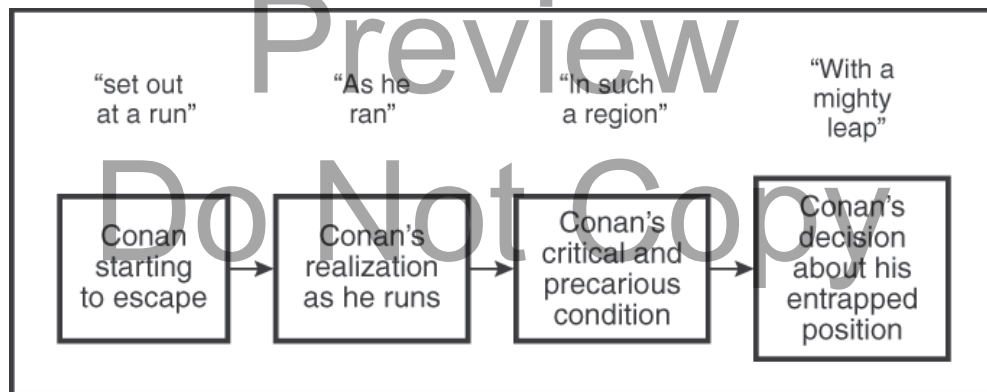
Following is a model of how to use the **Flow Map** and the Frame of Reference to visualize this information. The model is based upon the Conan selection. (p. 71)

Stated in the boxes are the main events in the passage; in the Frame are the transitional devices and the title, if there is one. Outside the Frame of Reference is the essential question to pose in establishing the main idea.

What is the writer saying about this topic?

Main Idea: Circumstances sometimes require people to take risks instead of relying on luck.

Guiding Question: What is the writer saying about this topic?



Main Idea: Circumstances sometimes require people to take risks instead of relying on luck.

YOUR TURN

Practice Exercise:

- (1) Carefully read the passage below and create a **Flow Map** that identifies the progression of primary ideas within the passage, as illustrated with the Conan passage on page 76.
- (2) In the Frame of Reference, include the transitions that reveal the progression and state the title and author of the passage (if there is one).
- (3) Outside the Frame, address the guiding question “What is the author saying about the topic?” and state the main idea of the passage in a complete sentence.

What an Inspiration!

Melba E. Johnson

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.

Hundreds of family members, it seemed, meandered on the velvety green lawn of the Moore family home place, greeting each other with “Hi, what’s happened in your life for the past year?” “How’s your business?” “How are all the children?” It wasn’t long until my friend and I mingled among those family members—not as blood members—but as invited guests. However, after my introduction to the distinguished but humble patriarch of the Moore family,

I suddenly became an adopted family member.

My first impression of Papow was incredulity. This man could not be one hundred years old. Although his hair 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 life span 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. The only tell-tale clue was his gnarled callous-laden hands—from years of plowing in his fruitful garden and fields. As he spoke his words of welcome and love—for love I soon discovered was his middle name—I

knew that soft, unbroken voice could not be such an elderly gentleman. "Honey, you're no stranger to our gathering; you're family" made me realize I was from that moment—a welcomed member of the Moore clan.

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 and 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. He'd say, "Sunday is God's day, and we must dress so God would be proud of our labors during the week." This he did! During Sunday afternoons, he believed in family gatherings, eating home-cooked food, singing gospel songs, and sharing blessings of the previous week.

As I recall the many week-day visits I paid to the Moore household, I envision Papow plowing the unturned earth in the early blossomed-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. How he loved to be a part of nature, to work in the soil, and to share his love and crops with neighbors and friends. "You can give away your earthly goods and help your fellow man; but the most important gift you can give is your heart to your companion and God." How he lived these words to MaMow and his Creator.

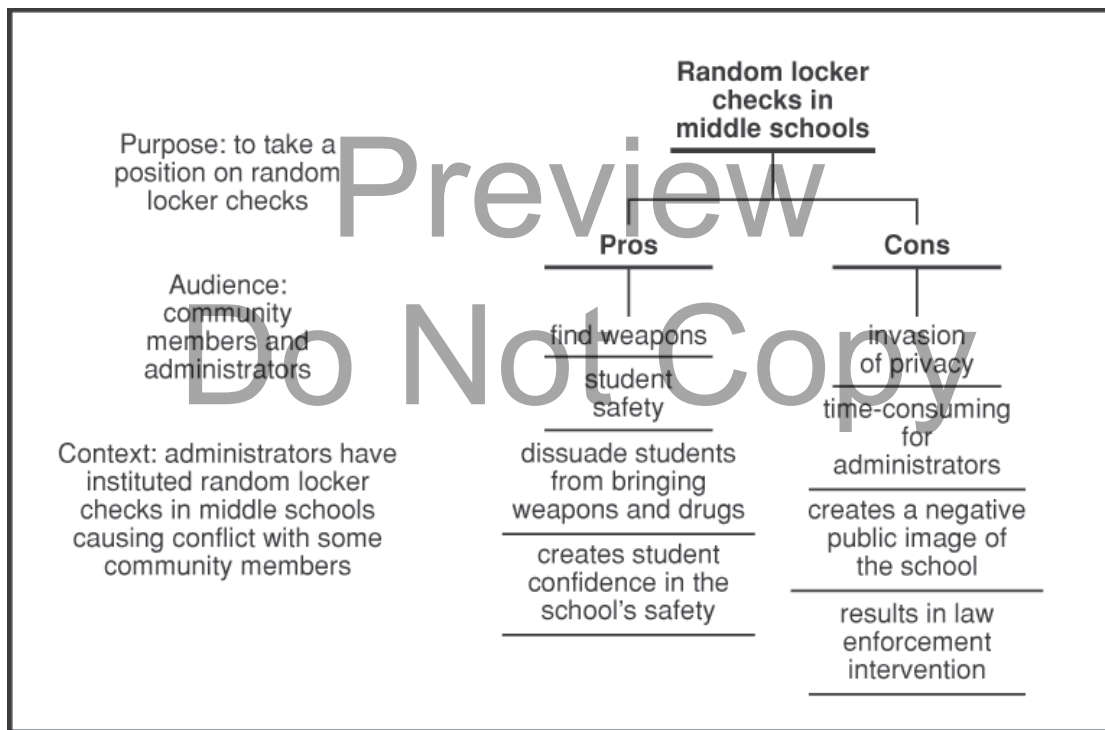
Now he is gone, but he left an indelible memory on so many people's minds. That March day, as I watched them lay his 103-year-old oaken body to rest in the ground he had loved so dearly, how thankful I was for my acquaintance with this humanitarian gentleman and for the love-filled legend we would treasure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

Strategy 2: Establishing Pros and Cons of Both Positions

To adequately examine both sides of an issue, a writer must determine the pros and cons of each point of view. To do so, you must first analyze the complexity of the issue before you can firmly state your judgment about it.

Modeling Strategy 2: Establishing Pros and Cons of Both Positions

To assist you in determining your position, use the **Tree Map** to classify the pluses and minuses before you decide on your position. Write the purpose, audience, and context in the Frame of Reference to keep your focus on the prompt.



Your Turn

Practice Exercise: For the following three prompts, create a **Tree Map** in which you establish pros and cons of each topic.

1. School boards in some districts have determined that high school students should not be able to have access to food outside the cafeteria because having food on campus grounds creates cleanliness problems which result in increased custodial costs. Some parents and students object to this decision because they believe that high school students, who are accustomed to eating outside the cafeteria, will rebel and create problems during the lunch hour, especially since the policy will result in crowded cafeteria conditions. Others agree with the policy indicating that the reduced cost of custodial staff will enable the school to divert the funds to more direct educational needs. In your opinion, should high school students be allowed to have food on the school grounds outside of the cafeteria?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

Preview
Do Not Copy

Purpose:	Topic: _____	Audience:
	Pros _____	Cons _____
	_____	_____
	_____	_____
	_____	_____
Context:	_____	_____