

TEACHER'S MANUAL

100 PASSAGES TO DEVELOP READING COMPREHENSION



by Allan Sack and Jack Yourman

TEACHER'S MANUAL FOR 100 PASSAGES TO DEVELOP READING COMPREHENSION (SINGLE-VOLUME EDITION)

This program is designed to enable average and better readers to develop into accomplished readers.

The material consists of 100 short, interesting reading selections of intrinsic value. The selections are arranged in ascending order of reading difficulty, beginning at the ninth grade reader level.

Each passage is accompanied by questions that elicit nine essential elements of the reading process. Thus, *100 Passages* enables teacher and student to concentrate on the student's *method* of reading, rather than on the *contents* of a particular passage. It develops conscious control over the thought processes which constitute efficient reading. Through nine distinct types of questions, the student learns to recognize the relationships of ideas, facts, and supporting material that make up the complex of communication.

Such better understanding of the thinking process leads naturally to better reading results.

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Other Works by the Authors:

66 Passages to Learn to Read Better

88 Passages to Develop Reading Comprehension

The Sack-Yourman Developmental Speed Reading Course

The Self-Study Speed Reading Course

How to Build a College-Level Vocabulary

A Systematic Guide to Vocabulary Development

Decoding Chart of the English Language

The Sack-Yourman Study Program

The American College Prep Course

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Published by College Skills Center
320 West 29th Street
Baltimore, Maryland 21211

Printed in the United States of America.

ISBN: 0-89026-902-5

Order Number: 901

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THE 30-SECOND APPRAISAL — WHAT IS 100 PASSAGES?

This program, the most challenging stage of the Sack-Yourman Passages series, is designed to enable average and better readers to become accomplished readers.

The Student's Book provides 100 short passages drawn from various content areas. Each passage is accompanied by a series of questions to be answered by the student.

The passages ascend in difficulty from the 9th to the 20th grade level of reading ability.

Readers of any age who have completed the ninth grade of schooling will find the maturity level of the passages suitable. "100 Passages" is designed for academic high school students, junior and senior college undergraduates, graduate students, and adults in business or the professions.

The basic methodology in "100 Passages" — as in all Sack-Yourman programs on whatever level — is to help students or adults raise their reading efficiency by learning to read analytically.

To this end, nine types of questions are provided, so that the essential elements of comprehension for each passage are solidly grasped.

HOW THIS PROGRAM IS ADMINISTERED

This program is designed for (a) a teacher and one or more students, or (b) one or more students working with the Student's Book and this Manual. The teacher (or student in a self-administered program) will find in this Manual a complete explanation of both correct and incorrect answers to the questions, a visual display of the analysis of each passage, and techniques for teaching the program which the authors have found fruitful.

HOW THIS EDITION DIFFERS FROM PREVIOUS EDITIONS

"100 Passages," now in its eighteenth year of use by teachers, is here presented in a new, single-volume format.

In addition to a careful correction of the text, the principal changes in this single-volume edition are:

1. Passages are arranged in grade-level order and so designated in this Manual.
2. A more complete analysis of each passage is displayed for the teacher — a *subject matter* breakdown of the form or structure of the passage, as well as a *comprehension* analysis of the content.
3. A new Introduction to this Manual explains some of the authors' assumptions about developmental reading which underlie this 100 Passages program.

INTRODUCTION

Rationale and Format of the Program; Strategy and Tactics for Classroom and Lab; Lesson Plans; Other Matters of Interest to the Teacher

This single-volume edition of *100 Passages* and of this Teacher's Manual is set up as follows:

THE STUDENT'S BOOK

Each of the 100 reading passages is followed by a set of questions. The passages ascend in order of readability levels. Appendix A on page 202 gives the rating for each passage. The SMOG* formula was used to determine the ratings.

The questions are of nine types:

Decimal	Type	Symbol	Decimal	Type	Symbol
.1	SUBJECT MATTER	SM	.6	APPLICATION	A
.2	GENERALIZATION	G	.7	TONE AND ATTITUDE	T
.3	DETAIL	D	.8	VOCABULARY	V
.4	SIGNIFICANCE	SIG	.9	COMMUNICATION	
.5	CONCLUSION	C		TECHNIQUES	CT

For passages 91 - 100, in addition to questions to be answered, the student is asked to identify questions as to their type, in accordance with the above scheme.

THE TEACHER'S MANUAL

This Manual consists of an Introduction, a set of analyses of the passages, and two appendices.

Two lesson plans are given in the Introduction:

- Lesson Plan "A" on page 10 assumes that the student has used Sack-Yourman material, or is currently using *100 Passages* supplementally in conjunction with the Sack-Yourman Developmental Reading Course.
- Lesson Plan "B" on page 11 is based on the student's being new to Sack Yourman Material.

*See *Journal of Reading*, May, 1969

Passage Analyses

Each of the 100 passages is presented in this Manual with these features:

- a short title of the passage.
- the grade level.
- a structural (physical) analysis of the passage.
- a comprehension analysis of the passage — the logical organization of the ideas and details in it.
- the questions, repeated from the Student's Book.
- the "correct" answers.
- explanations of the answers where we think these might be helpful.

Appendices

The two appendices include:

- A — a short index of the titles.
- B — a reference for the readability levels of the passages and for present and previous edition passage numbers.

HOW TO SET UP YOUR FIRST LESSON AT SHORT NOTICE

- Step 1:** Have students read Passage 1 to themselves.
- Step 2:** Have them answer questions 1.1 and 1.2.
- Step 3:** Let each student discuss and correct his or her answers with a fellow student — on the basis of their best combined judgments.
- Step 4:** While students are reading, answering, and discussing, read the passage and its structural and comprehension analyses on page 18 of this Manual.
- Step 5:** Review students' answers by referring to the questions 1.1 and 1.2 and to the answers and explanations of these questions on page 19 of this Manual.
- Step 6:** Repeat the procedure for Passage 2 and question 2.1.
- Step 7:** Complete any of the following questions that you have time for: 3.1, 3.2, 3.3; 4.1, 4.2.
- Step 8:** Assign a number of passages to be read for the next lesson. Assume that you can treat about 2 to 4 passages in a 40-minute lesson. Have students answer questions .1, .2, and .3.
- Step 9:** Before your second lesson, we suggest that you read the rest of this Introduction.

HOW TO GET THE MOST MILEAGE OUT OF 100 PASSAGES

In the first part of this section we will develop the basic *strategy* for maximum success with *100 Passages*; in the next part we will indicate some successful *tactics* for working with the passages in the classroom or lab.

STRATEGY

Our aim is to work out a **LESSON PLAN** that will provide a motivating progression of challenge for students and impart to them the ability to read analytically.

Basic considerations in working out such a Lesson Plan are as follows:

1. Nature of the Question

The most fundamental concept on which we base *100 Passages* is that reading is thinking. The thinking in reading seems to be on five levels, in accordance with the taxonomy, or hierarchy of skills, which we modify slightly here from our previous* formulation of it:

LEVEL I (Literal Level)

The reader must understand the *words* of a communication in their contexts and, also, the *sentences* which make up the communication.

LEVEL II (Inductive Level)

The reader must grasp the *basic concepts* the passage is intended to communicate. He or she must see a passage as having **SUBJECT MATTER** which the passage deals with, **DETAILS** which are given about the **SUBJECT MATTER**, and **GENERALIZATIONS** which the **DETAILS** support. Since the **DETAILS** in the passage are given, the thinking involved in generalizing them is considered to be of an inductive nature.

LEVEL III (Deductive Level)

The reader is called upon to draw **CONCLUSIONS**, make **INFERENCES**, make **APPLICATIONS** to other situations, or determine the **TONE** of a passage. Such higher level thinking is usually deductive, inasmuch as such **CONCLUSIONS** and **INFERENCES** are not given in the passage, but must be deduced from the details and generalizations.

LEVEL IV (Critical Level)

Thinking on this level involves the critical evaluation of the passage's content; validity of concepts and facts; sufficiency and relevancy of proof, and moral implications.

LEVEL V (Integrative Level)

The reader applies the passages to his or her life situation.

*Page 11, 12; Introduction to Teacher's Manual, *66 Passages*; College Skills Center, New York, N.Y., 1977

Keeping in mind the above taxonomy, the nine types of questions provided in *100 Passages* would fall into the following groupings:

LEVEL I .9 questions (VOCABULARY)

LEVEL II (Inductive thinking)

.1 questions (SUBJECT MATTER)

.2 questions (GENERALIZATION)

.3 questions (DETAIL)

.4 questions (SIGNIFICANCE)

NOTE: Strictly speaking, where the SIGNIFICANCE (action to be taken in a persuasive communication) is explicit, we include it in LEVEL II; where it is implicit, and must be drawn as a CONCLUSION from the givens of the passage, we class it with the LEVEL III type of reasoning.

LEVEL III (Deductive thinking)

.5 questions (CONCLUSIONS)

.6 questions (APPLICATIONS)

.7 questions (TONE)

.8 questions (COMMUNICATION TECHNIQUES)

2. The Preferred Setting for Working with 100 Passages

There is a second basic consideration which flows from the concept of reading as thinking.

While thinking can be, and often is, a solitary activity, it is of great help to students to be able to both express their thoughts and refine them through interpersonal exchange. *Hence, from a teaching point of view, we recommend that the work be done with this human exchange in mind.* It can be done on a one-to-one basis, as in tutoring or individual work, or in a small or large group setting.

3. The Nature of the Materials

a. Content of the Passages

The passages are drawn from the following content areas:

	Number of Passages
SOCIAL STUDIES (history, geography, economics)	18
NATURAL SCIENCES (astronomy, physics, mechanics, chemistry)	22
LIFE SCIENCES (biology, psychology)	19
HUMANITIES (philosophy, ethics, politics, law, feminism, education)	23
LITERATURE (language, biography, criticism)	18

b. Structure of the Passages

The passages fall into three main types of structure: INFORMATIONAL, OPINION—REASON, and THESIS—PROOF.

	Number of Passages
INFORMATIONAL (Breakdown of SUBJECT MATTER by aspect)	44
OPINION - REASON - RECOMMENDATION	33
THESIS - PROOF - IMPLICATION	17
Miscellaneous Structures	6
These miscellaneous structures involve CONDITION — ELABORATION, INSTRUCTIONAL, and one or two others.	

c. Order of the Passages

In the original edition (1965), the passages were arranged on the basis of the subjective judgment of the authors; in this edition we have used a readability formula.

As was pointed out in the Introduction to the Teacher's Manual for 66 Passages, readability formulas use *stylistic* factors of sentence length and word length. They leave out cognitive difficulty, interest, subject matter, etc. The manner in which these latter elements affect readability can only be judged subjectively, which is, of course, always debatable.

We have therefore decided in this edition, to "go" with the objective criteria afforded by the Smog formula, in the hope that teachers, while perfectly able to make their own subjective judgments of a passage's real difficulty, will nevertheless have an additional, widely recognized, objective guide in planning the sequence of the passages they assign. Time will tell if this arrangement is more helpful.

4. The Lesson Plans

Having considered the taxonomy of the questions, and the nature, structure, and order of the material we are working with, we are now ready to lay out *Lesson Plans* as follows:

Plan A

If your students have had experience with Sack-Yourman materials before, they may be familiar with the basic concepts of our approach and with patterns of organization. In such case, you may not desire to teach these elements in separate sequences, but rather to move through the work with the questions as they appear.

This direct approach to the passages and the questions — on a straight 1 to 100 sequence — would also be indicated if you are using the passages as supplemental to the Sack-Yourman Developmental Speed Reading Course, in which the concepts and the patterns are also taught.

Lesson Plan A, on page 10, provides for the direct approach.

Plan B

Plan B is more ambitious. It assumes that the student is new to the structure of the Sack-Yourman system. The plan, on page 11, sets up a program in which the elements of the system are taught in sequence.

LESSON PLAN "A"

For the student who has had experience with Sack-Yourman materials or is using *100 Passages* as a supplement to the Developmental Reading Course. This plan provides for work on the passages in the sequence that they appear for 32 weeks, two 40-minute periods per week. Homework is assumed.

FALL SEMESTER									SPRING SEMESTER								
Week	Questions								Week	Questions							
1	1.1	1.2	1.5(a)	1.5(b)	1.9	2.1	2.4		1	51.1	51.2	51.3	51.8	52.1	52.2(a)		
	2.9	3.2(a)	3.2(b)	3.3	3.5	3.7				52.2(b)	52.3	52.5	53.2	53.3	53.8		
2	4.1	4.2	4.4	4.5	4.8	4.9	5.1	5.2	2	54.1	54.2	54.3	54.5	55.1	55.2(a)		
	5.9	6.1	6.2	6.3	6.7	6.9				55.2(b)	55.3	55.5	56.1	56.5	56.7		
3	7.1	7.2	7.3	7.5	7.8	8.1	8.3	8.5	3	57.1	57.2	57.4	57.8	57.9	58.1	58.2	
	9.1	9.2	9.3	9.5	9.9					58.3	58.9	59.2	60.7	60.8			
4	10.2	10.3(a)	10.3(b)	10.3(c)	10.5				4	61.2	61.4	61.5	61.6	61.9	62.1		
	11.2(a)	11.2(b)	11.3(a)	11.3(b)	11.5					62.3(a)	62.3(b)	62.5	62.6	63.3	63.5		
	11.6	12.2	12.3	12.7						63.8	63.9						
5	13.1	13.2	13.3	13.5	13.9	14.5	14.7		5	64.2	64.3	64.4	64.5	64.9	65.5	65.8	
	15.2	15.4	15.5	15.7	15.8	16.1	16.2			65.9	66.4	66.7	66.8	67.1	67.3(a)		
	16.3	16.8	16.9							67.3(b)	67.5	67.9					
6	17.1	17.3	17.9	18.1	18.2	18.3	18.4		6	68.2	68.3	68.4	68.5(a)	68.5(b)	68.6		
	18.8	19.5	19.6	19.9	20.2	20.8	20.9			69.2	69.3	69.9	70.1	70.2	70.3	70.6	
7	21.2	21.3	21.5	21.8(a)	21.8(b)	22.3			7	71.2	71.5	71.7	71.8	72.2	72.6(a)		
	22.5	22.6	23.2	23.3	23.4	23.7	23.8			72.6(b)	73.1	73.2	73.3	73.8			
8	24.1	24.2	24.3	24.5	25.2	25.5(a)			8	74.1	74.2	74.5	74.7	74.8	75.1		
	25.5(b)	25.6	25.7	25.8	26.1	26.2				75.3(a)	75.3(b)	75.3(c)	75.5	76.5			
	26.3	26.9								76.7	77.2	77.6	77.8(a)	77.8(b)	77.9		
9	27.2	27.3	27.6	27.7	28.1	28.2	28.3		9	78.4	78.6(a)	78.6(b)	78.8	78.9	79.1		
	28.4	28.7	28.9	29.1	29.4	29.5	29.6			79.3	79.4	79.6	80.1	80.2	80.6	80.9	
	29.7	29.8							10	81.3(a)	81.3(b)	81.5	81.6	81.8	81.9		
10	30.2	30.3(a)	30.3(b)	30.6	30.7	31.1				82.1	82.2(a)	82.2(b)	82.6	82.8	83.1		
	31.3	31.5	31.9	32.1	32.3	32.7	32.8			83.2	83.3	83.6					
	32.9(a)	32.9(b)							11	84.1	84.2	84.5	84.8	85.4	85.6	85.8	
11	33.3	33.5	33.7	33.8(a)	33.8(b)	34.7				86.8	86.9						
	34.8	34.9	35.3	35.5	35.6	36.2	36.3		12	87.1	87.4	87.5	87.6	87.8	87.9	88.1	
	36.5	36.6	36.7							88.2	88.8	89.2	89.3	89.4	89.6		
12	37.1	37.2	37.3	37.5	37.8	38.1	38.2			89.8(a)	89.8(b)						
	38.4	38.5	39.1	39.2	39.4	39.5	39.8		13	90.5	90.6	90.8	91-1	91-2	91-3	91-4	
13	40.1	40.2	40.3	40.7	40.8	41.1	41.3			92-1	92-2	92-3					
	41.5	41.6	42.1	42.2	42.3	42.5	42.9		14	93-1	93-2	93-3	93-4	93-5	94-1	94-2	
14	43.2	43.4	43.5	43.7	43.8	44.1	44.2			94-3	94-4	94-5	95-1	95-2	95-3	95-4	
	44.5	44.8	44.9	45.2	45.3(a)	45.3(b)			15	96-1	96-2	96-3	96-4	97-1	97-2	97-3	
	45.3(c)	45.3(d)	45.6							97-4	98-1	98-2	98-3	98-4			
15	46.1	46.2	46.5	46.6	47.1	47.2	47.3		16	99-1	99-2	99-3	99-4	99-5	99-6		
	48.8	48.8	48.9							100-1	100-2	100-3	100-4	100-5			
16	49.1	49.2(a)	49.2	49.5	50.1	50.5											
	50.7	50.8															

LESSON PLAN "B"

For the student who has not had experience with the Sack-Yourman method.

COURSE SESSION	PASSAGES	BASIC CONCEPTS
1	1 - 19	Levels I, II (See page 8.) Assign Questions .1; .2; .3; .4; .9
2	1 - 19	Level III Assign Questions .5; .6; .7; .8
3	20 - 29	Assign all questions (.1 - .9)
4	31 - 59 (INFORMATIONAL) a. Students section and label aspects. b. Students answer all questions.	Assign Passages Nos. 33, 36, 39, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 58, 59.
5	31 - 59 (OPINION - REASON) a. Students section and label parts of OPINION - REASON pattern. b. Students answer all questions.	Assign Passages Nos. 34, 35, 40, 43, 44, 49, 50
6	31 - 59 (THESIS - PROOF) a. Students section and label parts of THESIS - PROOF pattern. b. Students answer all questions.	Assign Passages Nos. 32, 37, 38, 41, 42, 57.
7	60 - 90 a. Have students section and label structure. b. Have students do comprehension analysis where Passage is complex. c. Answer all questions.	Assign all Passages.
8	91 - 100 a. Have students <i>identify questions</i> . b. Have students answer questions. c. Structural and comprehension analyses are optional.	Assign all Passages.

5. Tracking Work Covered in the Lesson Plan

The specific order of assigning and reviewing the questions is set forth in Lesson Plans A and B. The teacher can use these to direct and control progress through *100 Passages*.

Physically, we have found it convenient to indicate that a question has been assigned by a slash mark (/) and reviewed by another slash mark (X). Thus, assigned: ~~16~~, reviewed ~~76~~. A separate Lesson Plan sheet can be used for each administration of *100 Passages*.

6. Suggested Schedule for Classwork — Planning Over the School Year

100 Passages can be scheduled flexibly with respect to the time available: periods can be long or short, daily or weekly. Work can be done in a concentrated period of some weeks, or extended throughout the school year.

While work with *100 Passages* can be fitted to the needs of almost any school scheduling situation, it nevertheless may be helpful to set up a typical schedule for a representative group of 10th, 11th, or 12th graders.

First, let's make some assumptions:

- One:* Work on *100 Passages* will be done on a homework basis; i.e., each group of questions will be assigned to students to be done before coming to class.
- Two:* Available classroom time will be approximately 40 minutes per period.
- Three:* Work in the classroom to be divided into two segments:
 - (a) Time in which students work with fellow-students in small groups to discuss the answers they have arrived at on their own, while the teacher works with individuals;
 - (b) Time in which the teacher works with the group as a whole to discuss and explain the answers.

On the basis of these assumptions, work on the *100 Passages* will normally cover two periods per week for a good part of each of the two semesters of the school year. In numbers, the material provides for 32 hours of classroom time, or 48 forty-minute periods. (Where all work is done in the classroom, 48 hours, or 72 forty-minute periods, could be used profitably.)

TACTICS

Each teacher who works with *100 Passages* has a unique way of doing so. Of course, the time available, and the setting — individual or group, also influence methodology. You may simply assign questions and then review answers with a single student, or compress the work into 20 minutes of class time by rapidly reviewing assigned passages, or be able to devote a solid hour to work by students within the time frame of a course devoted to reading skills.

To give you a concrete idea of how we work with *100 Passages* at College Skills Center, let us assume a group setting (12 - 17 students), and an hour of course time.

We might assign, say, four passages. We now ask students to work out their answers and then discuss, in their committees — groups of three or four — or even two if the class is small — the answers that they have worked out. They are instructed to complete their discussion of each passage before tackling the next one. During this discussion, the chairperson of the committee will try to get some consensus on each answer.

When about 20 minutes have elapsed, the class is called to attention and the teacher reviews each passage and answer with the committees, calling for the chairperson to give the answers and the reasoning behind the committee's choices.

1. The Manual is open before the teacher.

The teacher has the Manual open and refers to the suggested answers, and to the explanations given, as well as to the structural and comprehension analyses of the passage.

The discussion should be kept lively. Students may be asked to re-read a passage. Answers must be justified. Vocabulary bearing on answers may be clarified.

The test for the SM and the G may be invoked:

SM: Is the choice too broad, too narrow?

G: Do most of the DETAILS support it?

Is it a statement about the SUBJECT MATTER?
etc.

2. Maintaining pressure on the group.

Where no home assignments have been made, the committees are set to work on a "stick" of, say, four passages. The class is told that the teacher will call time in, say, twenty minutes, or at the moment the first committee finishes. This procedure helps keep the tempo moving in the group and students working at their best.

3. Answers should come from the student, not the teacher.

In working with students — individually, in the small committees, or in the whole group — the session can be an exciting challenge to the students if the teacher constantly puts the burden on the students to supply the answers. Only when students are really at a loss should explanations, answers, and references be supplied. (The dialogue in some of the following paragraphs is intended to show how the student is led to do the thinking involved.)

4. Leading students to derive the correct answers through question and answer.

Let us take Passage 40 and assume that the question is 40.2, which calls for a main idea (G).

A student selects choice C as his answer. He does this on the basis of his belief that the first sentence is usually the topic sentence, and hence (he feels) must contain the main thought. He is wrong on both counts.

The teacher may, at this point, suppress other, more accurate, offerings and query the student:

"What is this passage about?"

"FDR."

"Yes. What did FDR do?"

"He spoke to the people on the radio."

"How many examples are there about this?"

"Two."

"Which ones?"

"The one about the Supreme Court and the one about alphabet soup of the New Deal."

"What does the fact that FDR spoke to the people show about his methods?"

"That he relied on the people."

"Which choice shows this?"

"D."

"Do you see?"

"Yes."

5. Employing competitive discussion to create interest.

Another device useful in handling a group and creating interest, and some thinking, is to run down each of the five choices (A, B, C, D, E) on a particular question and count hands on each choice. This is especially effective when two or three choices are quite close.

When the group is divided into two or three sub-groups, each advocating a different choice, have a spokesman for the group who has chosen, say, A, defend his choice. Then have a spokesman for B defend his. If no clear resolution occurs as a result of the defense, send all hands back to the passage to re-read it.

A passage such as 44, "Propaganda," is one of many that may be profitably handled in this way.

6. The technique of line-by-line discussion.

Sometimes competitive groups will, even after discussion and re-reading, stubbornly hold to their several choices. You can then move into a line-by-line analysis of the passage.

Let us assume that you are at an impasse with passage 44, "Propaganda." Select the spokesman for the wrong side and lead him to see the light:

"Tell me what sentence 1 says."

"Well, it says 'Propaganda is the most terrible weapon developed.' "

"What does sentence 2 say?"

"It's worse than poison gas."

"How is sentence 2 related to sentence 1?"

"What do you mean?"

"Does sentence 2 back up sentence 1, or is it a new statement?"

"It says how terrible it is."

"Good. What does sentence 3 say? Read it out loud."

(Student reads sentence 3 aloud.)

"It says gas can kill a few people, but controlling people's minds is appalling."

"What is appalling?"

"Bad."

"Yes, it means you get pale, it's so bad. When the author says 'controlling people's minds' what is he talking about?"

"Propaganda."

"So what does this sentence do in the passage?"

"It shows why propaganda is worse than poison gas."

(Etc., etc., . . . as you continue with each sentence to the end of the passage.)

"So what do all the sentences go back to?"

"They go back to the first sentence."

"Then, what is the passage about?"

"Propaganda."

"Good. What does it say about propaganda?"

"It's the worst weapon. Sentence 1."

"So your choice is?"

"B."

7. Structural analysis by sectioning and labeling — the "heavy weapon" to use where students are stumped.

Where the teacher has time, the more difficult passages should, as a routine activity, be analyzed structurally. A comprehension analysis should also be worked out by the students, *before attempting to answer the questions*. Students will note that their percentage of correct responses will increase sharply by the use of this approach.

THE PATTERNS

A brief description of the basic patterns of paragraph structure may be helpful here:

The THESIS - PROOF Pattern

Purpose: To prove something (objective approach)

THESIS - BACKGROUND - PROOF - SIGNIFICANCE

- THESIS: The proposition the author wants to prove.
BACKGROUND: The information the author gives the reader so that he can understand the PROOF.
SIGNIFICANCE: What the author wants the reader to do if he accepts the THESIS.

The OPINION - REASON Pattern

Purpose: To prove something (subjective approach)

OPINION - BACKGROUND - REASON - RECOMMENDATION

- OPINION: One side of an open question.
BACKGROUND: A briefing to make the reasons more understandable.
REASONS: Arguments to support the author's OPINION.
RECOMMENDATION: The action suggested by the author.

Where the passage is persuasive or argumentative, we usually classify it as THESIS - PROOF or OPINION - REASON. The difference between these two structures lies in the degree of objectivity we can ascribe to the supporting evidence presented. When such evidence is objective, independently verifiable, perhaps quantitative, we call the material THESIS - PROOF. If, on the other hand, the proposition is of such a nature that it is not subject to proof, or if the supporting material is subjective or conjectural, we term the structure OPINION - REASON.

The INFORMATIONAL Organization

Purpose: To give information

ASPECT - ASPECT - ASPECT - ASPECT

Each section of the material is devoted to an ASPECT of the overall SUBJECT MATTER of the article or book; the ASPECTS vary according to the author's plan.

Where the purpose of the passage is to convey data about processes, events, things, etc. — to inform rather than to convince — we call the structure INFORMATIONAL. Such arrays of facts are usually arranged in a series of ASPECTS of the overall SUBJECT MATTER. Thus in Passage 62, which gives information about the Greek Tyrant, sentence 1 treats the ASPECT of the genesis of the Tyrant, sentences 2, 3, 4, and 5 deal with the ASPECT of how the Tyrant compares with a king, etc.