Reading for Understanding, Analysis and Evaluation

The best way to improve your skills for in reading for Understanding, Analysis and Evaluation is to read as much as possible.

You should read at least one article a week and answer the following questions for each article.

Your article should come from a broadsheet newspaper such as *The Times, The Guardian, The Telegraph, The Scotsman* or *The Herald.*

It won’t help you very much to read the section on the news. Rather, you should read articles where columnists are giving their opinion, or a piece of travel writing or an article in which someone is giving their personal opinion.

**Understanding – What the writer is saying; his or her ideas.**

1. Write down the heading of the article.
2. Write down any subheadings contained in the article.
3. **Before you read**, write down what you expect the article to be about and what you expect to find out.
4. Once you have read the article, bullet point the writer’s main ideas/what are they trying to argue. Look at topic sentences and key words to help you to do this. The writer is likely to develop an idea over several paragraphs so you won’t be looking for a main idea for every single paragraph.
5. Try to work out the meaning of any words you don’t know. Then look them up and write down their definitions.

**Analysis – How the writer is communicating his or her ideas by using literary techniques.**

1. Find two examples of effective **word choice**. For each one, explain the connotations of the word and why the word is effective.

*(The word “ “ suggests/has connotations of/gives the impression that…)*

1. Find an example of **imagery (simile/metaphor/personification)** from the text and explain why it is effective in communicating the writer’s ideas.

*(“Just as…so…. This is effective because…)*

1. Choose an example from the text where the writer makes effective use of **sentence structure.** Identify the technique the writer has used, explain the effect of this technique and explain how this helps support the point the writer is making.
2. Identify the **tone** of the whole passage OR a section of the passage. Identify the techniques which contribute to the creation of this tone. Why is this tone effective in emphasising the point the writer is trying to make.

**Evaluation How well you feel the writer has succeeded in his or her purpose.**