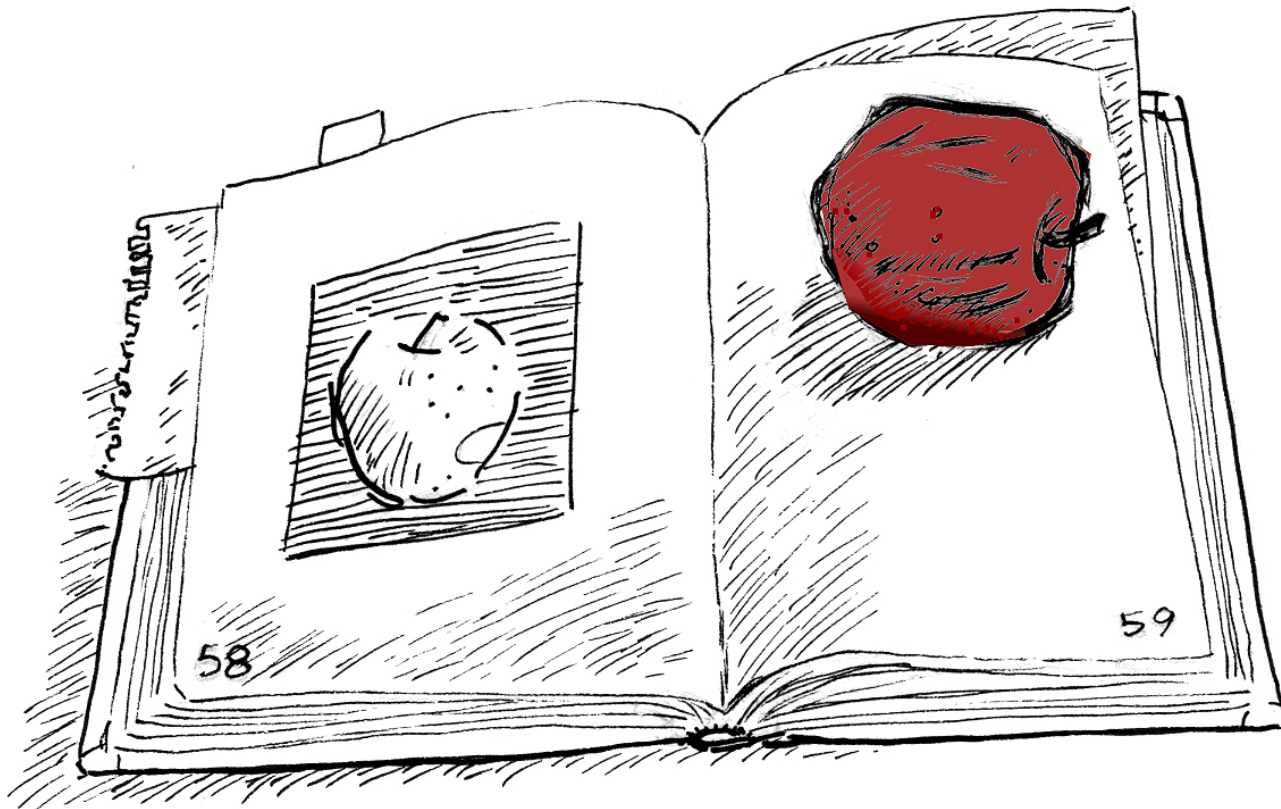


The Reading Process



Guidelines for Reading

**You should
read all
material
*three times.***

First Reading

The first reading acts on an *emotional* level.

- Read first for enjoyment, without interruption
- Concentrate on the basic ideas of the essay.
- Notice the language used and the tone of voice.

Afterwards, as soon as possible, determine:

1. Do you have any unanswered questions?
2. What reactions does the author expect from the audience?
3. Do you *like* the piece? Be able to state *why* or *why not*.
4. What is the basic topic the author has chosen?

Second Reading

The second reading acts on an *analytical* level.

- Likewise, material you may have missed on the first reading can be explored in better detail.
- Resolves unanswered questions.

Second Reading

Concentrate on the essay's details:

1. to answer any possible questions
2. to confirm what you already know

Determine:

1. the specific topic and the author's specific intentions;
are there any secondary hidden topics?
2. the conflicts shown
3. How do these two elements affect the developments and resolution of the full essay?

Third Reading

**The third reading specifically targets a higher level
of *critical* analysis.**

- Since you can predict what will happen, you can analyze in closer details the intentions of the essay.
- Newer insights can be gained regarding the author's strategy.
- You will recognize the pattern of writing the author has chosen.
- You will see the elements of the essay is stronger detail.

Third Reading

It is important to be open to the entire work.

1. Consider how it relates to other readings.
2. Discover what sets it apart from other writings.

Ask yourself:

1. What images are used in the story?
2. What literary devices are used in the story?
3. What is the author's main goal for telling me this story?

Review of Reading Points

- The first reading acts on an emotional level.
- The second reading acts on an analytical level.
- The third reading targets a higher level of critical analysis.