



Chapter/Section Heading
 Teach students to use all headings and subheadings to orient themselves. Before reading, have them write down questions or predictions about the subject based on title/headings.

Header
 Used to orient readers to the chapter and section. Many books divide chapters into "sections" or "units."

Icons/Symbols
 Textbooks use them throughout a book in a standardized way. When you see one ask, "What does that refer to?" They refer to activities, connections, cross-curricular links, or, in some cases, multimedia tools.

Sidebars
 They offer information that complements but is not always essential to the main text.

Pre-reading
 Have students can the following to before they read:
 • Objective
 • Headers
 • Subheaders
 • Section questions
 • Terms to know
 • Identified themes

OBJECTIVE
 To show students how a page and its elements work so they can read it more successfully.

Most textbooks use italics and bold typeface to indicate new terms and those listed in the glossary. Always ask, "How is the writer using italics in this instance?" (To indicate a new term? A book's title? To emphasize an idea?)

Typography comes in different forms:
 • **bold**
 • *italic*
 • roman (normal)
 • underlined
 • color
 • icon/symbol

Conventions
 Explain what such abbreviations mean.

Find the Main Idea
 Look to the first and last sentences to find the main idea of each paragraph. See also the headers and subheaders.

Vocabulary
 Determine which words students must know in order to read the assignment successfully.

Terms to Know
 • icon
 • abbreviation
 • acronym
 • symbol
 • annotate
 • margin
 • objective

Lists
 Determine whether the contents of a list are equivalent or arranged from most to least important. Note also the use of bold typeface to identify the three main types of lists.

Reading Directions
 Have students try any or all of the following strategies to understand directions:
 • Underline all verbs (e.g., draw, list, find) to clarify what they are supposed to do.
 • Identify the expected outcome (e.g., write an essay, take a test).
 • Rewrite as a checklist to clarify what to do and the order in which to do it.
 • After identifying the verb, ask "What am I supposed to do, e.g., draw?"

Chapter Five: How to Read a Page

Footer
 Many textbooks include different information in the footer. Pay attention to this and use such information to orient you to the main ideas and location within the chapter.

DAILY STRATEGY: ASK QUESTIONS
 Ask these questions when trying to make sense of typography:
 1. What is the author/publisher doing with typography here?
 2. How are they using it (e.g., italics) in this context?
 3. Why did they choose to use this typographical effect here?

Pull Boxes
 Similar to sidebars in effect, these usually feature the following content:
 • connections
 • features
 • strategies
 • profiles

Textual Organization
 Textbooks organize information into lists and paragraphs. Here the boxed words indicate the different examples of the paragraph's main idea. Words like *first*, *another*, or *finally* indicate that info is sequentially arranged.

Supplemental Info
 Most textbooks now include such regular features as "career connections," "technology links," or profiles of important people. Students need to learn when and why to read such content. They also need to realize the info's brevity means it is incomplete.

Color Codes
 Textbooks frequently color code the book to help readers find their way around. Thus all "Fun Facts" would use the same color format.

Reading Figures
 When and why should readers look at the figures? Show students the point at which they are directed to go to the figure (5 = chapter 5; 12 = the twelfth figure in that chapter). Ask, "How does this information complement or relate to the text to which it is linked?" For example, does it complete, supplement, or rephrase the content of the main text?