



CHAPTER 13

Analyzing | Analyser

An analytical reader deepens his/her thinking while reading and as a result his/her understanding grows.

Analyzing is a comprehension strategy that involves breaking down texts into parts to examine the main ideas, patterns, relationships, and qualities of the text. The reader aims to understand how these parts relate to one another and to the text as a whole.

A critical reader goes beyond the big picture of a text. He/she deconstructs the text and analyses aspects of the writer's craft to gain deeper meaning and an appreciation of the work. The reader considers the author's style, purpose, beliefs, values, viewpoints and perspectives that are reflected and embedded in the way a writer crafts his or her text.

Through analytical reading, the reader interprets the author's messages, forms opinions or evaluates, makes connections and draws conclusions. He/she justifies and supports his/her thinking with textual evidence or evidence from personal experience.



Analyzing encourages readers to:

- Examine opinions
- Question ideas
- Interpret information
- Identify values and issues
- Detect bias
- Identify implied and explicit meanings
- Distinguish and relate information, assumptions or hypotheses to evidence

When analyzing various texts consider the following:

- The message in the text is ...
Le message de ce texte est...
- The author's intention is ...
L'intention de l'auteur est...
- This text makes me think about... because ...
Ce texte me fait penser à... parce que...
- This text reflects bias because ...
Ce texte reflète des préjugés parce que...
- This text does not address ...
Ce texte ne traite pas de...
- The author's point of view is...
Le point de vue de l'auteur est...
- The point of view that is missing is...
Le point de vue qui n'est pas représenté dans ce texte est...

Parents as Partners

READING AT HOME



- The examples used as evidence for the supporting points are...
Les exemples utilisés comme preuve pour les points d'appui sont...
- The text structure is...
(chronological/sequence, compare/contrast, cause/effect, process analysis, problem/ solution, description)
La structure du texte est...
(chronologique/séquentielle, comparative, cause à effet, procédurale, problème et solution, descriptive)
- The sources used in text are... They are (relevant, credible or current)... Other resources that are referred to include...
Les sources utilisées dans le texte sont ... Elles sont (pertinentes, crédibles ou courantes) ... D'autres ressources référées sont ...
- The values promoted in the message are...
Les valeurs promues dans le message sont...
- _____ (who) benefit(s) from this message. _____ (who) may be disadvantaged.
_____ (qui) profite(nt) de ce message.
_____ (qui) peut (peuvent) être défavorisé(es).