



STRATEGIES FOR READING TEXTS

[STUDENT RESOURCE]

DO: Choose a text to read. As you engage with the text, fill out the Says Who? Chart

Check the Facts

Many texts include opinions, and that is not necessarily a bad thing. Sometimes, however it can get misleading when opinions are presented as facts. Consider circling statements in texts that are presented as facts and check the text to see if the statements are supported by evidence (like quotes, statistics, and citations). You may also fact-check claims in texts by looking online for other sources that confirm or contradict the information.

Think Twice

Even sources that look “trustworthy” might have missing voices, unverified claims, or ulterior motives. Rather than taking a source at face value, take notice of the creator, the ideas presented, and any missing perspectives to help decide whether you should trust it. Compare the source with other sources to verify the claims and see if there are any conflicting perspectives.

Other Tools:

- [The CRAAP Test](#) is a common tool to evaluate the source of a text by considering:
 - Currency: the timeliness of the information.
 - Relevance: the importance of the information for your needs.
 - Authority: the source of the information.
 - Accuracy: the reliability, truthfulness, and correctness of the content.
 - Purpose: the reason the information exists.
- The [Talk to the Text](#) or [T4 strategy](#) can be used when reading texts to help you track your thoughts, questions, and reactions to a text. When talking to the text, write notes and ask questions in the margins, underline words, and use symbols to react to the text.

REFLECT: When we use tools to examine the texts we read, and inform ourselves on our sources of information, we build critical thinking skills that make us better, more informed readers.

Additionally, reflecting on how the information of a text is connected to our personal lives allows us to apply what we learn from texts in the real world. When you are finished reading a text, consider the following questions:

- What other perspectives are necessary to compliment or contrast the ideas present in the text?
- How might this text connect to your life? How might this text connect to the lives of others?



Says Who?

Chart

Name _____

Who Am I?

How does the text make me feel?

Do I “agree” or “disagree” with the text? How does the information in the text challenge or support my beliefs?

What biases might have influenced my thoughts and feelings about the text?

Who Are You?

Who created the text? How do you know if the author(s) are trustworthy?

Who is the author(s) talking to?

Why might the author(s) have created the text?

What evidence to the author(s) use? Do they reference primary or secondary sources? Do they back up their claims with evidence?