
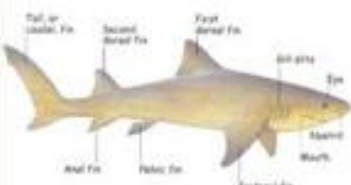

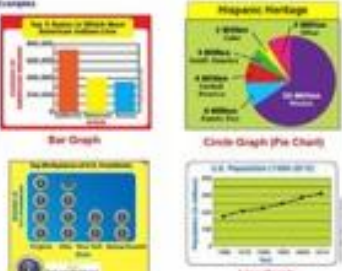


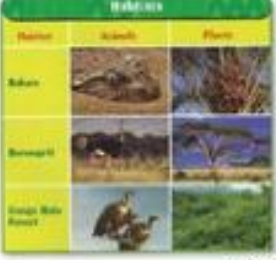



Reading Graphic Texts

<p>Feature</p> <p>Caption</p>	<p>Feature</p> <p>Diagram</p>	<p>Feature</p> <p>Glossary</p>	<p>Feature</p> <p>Graph</p>
<p>Purpose</p> <p>A caption is the words next to or underneath a picture that explain what it is or is about.</p>	<p>Purpose</p> <p>A diagram is a drawing that shows the parts of something.</p>	<p>Purpose</p> <p>A glossary alphabetically lists new or important words and shows or tells what they mean.</p>	<p>Purpose</p> <p>A graph shows information in a visual way so that it is more easily understood by readers.</p>
<p>Example</p>  <p>▲ This picture shows the Everglades today. You can see many buildings and roads.</p> <p>The Everglades Kathy Kravitz</p>	<p>Example</p>  <p>The Great White of Sharks Clara L. Swartz</p>	<p>Example</p>  <p>Illustrate of Africa Bernice Rapoport</p>	<p>Examples</p>  <p>Photograph Bernice Rapoport</p>
<p>Feature</p> <p>Heading</p>	<p>Feature</p> <p>Map</p>	<p>Feature</p> <p>Table</p>	<p>Feature</p> <p>Photograph</p>
<p>Purpose</p> <p>A heading tells the reader what the section is about.</p>	<p>Purpose</p> <p>A map is a picture that shows the location of things or places.</p>	<p>Purpose</p> <p>A table is a chart of information presented in a visual way. It is often used to compare things.</p>	<p>Purpose</p> <p>A photograph is a picture made with a camera that shows how things look in real life.</p>
<p>Example</p>  <p>Illustrate of Africa Bernice Rapoport</p>	<p>Example</p>  <p>Illustrate of Africa Bernice Rapoport</p>	<p>Example</p>  <p>Illustrate of Africa Bernice Rapoport</p>	<p>Example</p>  <p>Fighting Fire Kathy Kravitz</p>

Graphic texts include printed text and a variety of other visual features which may include: captions, diagrams, graphs, maps, photographs, tables, etc. These types of texts are read across the curriculum.

Title (tells what the graphic is about)

Start here!

Canada's Recreational Fish Tale

The recreational fishing industry in Canada, which contributes billions of dollars each year to the economy, relies on healthy freshwater ecosystems. Studies done every five years by Fisheries and Oceans Canada show that, while the number of anglers (people who fish) has dropped dramatically, fishing-related spending has remained relatively steady. Here's a look at recent statistics.



Total number of anglers
Shown in millions of resident and non-resident anglers



Total fish caught and retained
Shown in millions of fish



Direct fishing-related expenditures*
Shown in billions of dollars



Illustrations / Diagrams
(look carefully and read the text which supports it)

What is the purpose of the asterisk (*) beside "Direct fishing-related expenditures?"

For to draw attention)

*Direct fishing-related expenditures include food and lodging, transportation, fishing services and fishing supplies.

Why are anglers releasing so many more fish?



Barbless hook

In 1985, anglers released fewer than 38% of all fish they caught. By 2000, that number had climbed to 64%. In part, this is because many recreational anglers have adopted the "catch and release" approach to fishing. By using barbless hooks and carefully releasing fish, they help to ensure the continued sustainability of Canada's recreational fishing industry.

Arrows / lines (show direction / movement)

Labels
Legend / key (to explain meaning of symbols)

Skimming

- What is this text about?
- ▶ before you read for details
- ▶ eyes move quickly over the text – left to right
- ▶ don't read every word
- ▶ see if a text or a specific part of a text has the information you are looking for

Scanning

- How is this text organized?
- What types of text and visuals does it have?
- before looking for details to see what kind of information is there – notice titles, illustrations, graphics, shading, font, etc.
- eyes move all over the page – not just left to right
- to find a specific word or section of a text that you will then read more carefully

Skimming and scanning are effective reading strategies and are used together to make meaning before, during and after reading.

On the OSSLT students should:

1. **skim and scan** the graphic text to get the big idea
2. **read the related question** and identify a clear purpose for re-reading the graphic text
3. **re-read the graphic text** to seek out the required information
4. **respond** in the ANSWER booklet

Additional Tips for Reading Graphic Texts

- ▶ **Look** at the title first and then look at all of the different kinds of texts – headings, charts, labels, tables, etc.
- ▶ **Ask** yourself – What is the general topic of the text?
- ▶ **Notice** – Which headings / illustrations seem most important? Consider size and placement on the page.
- ▶ **Consider** – How are the various graphics connected? How is the printed information supported by the graphics?