

## Two Models for Improving Student Reading

### 1. PTIC (Purpose, Topic, Issue, Claim) Method

Use this method before and after reading a text as well as before writing papers as an exercise to determine four fundamental elements of a written text.

**Purpose:** What is the purpose of this text? Does the author want to inform, explain, explore, entertain, or persuade?

**Topic:** What is the topic of the text? What is it all about?

**Issue:** What is the main question the author(s) is/are trying to answer? What is the issue being discussed? Is there more than one issue involved in this text? What other issues are there?

**Claim:** What is/are the author's answer(s) or claim(s) to the issue? What reasons or evidence do they provide to support their claim(s)?

Students might spend a few minutes reading the first and last paragraphs of the assigned text and writing down answers to each of the PTIC questions. After reading the entire text, students may answer the PTIC questions again and compare the answers written down at the beginning with the ones written later. Adapting this method to different disciplines may be necessary, since fiction texts, for example, may need readers to approach texts sequentially without discovering the dénouement prematurely to achieve the result envisioned by the author.

### 2. MIS (Most Intriguing, Interesting, or Infuriating Statement) Method

Ask students to come to class prepared to share a particular statement that they found particularly intriguing, interesting or infuriating in the assigned reading. Invite them to explain why they found it to be intriguing, interesting, or infuriating. This activity allows students to choose a side, make a case for their position, and develop their powers of articulation in a group setting.