

FACT SHEETS

for the
TEAS®

READING SECTION

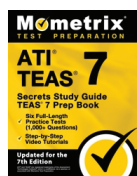
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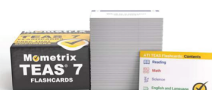
Table of Contents

Cause and Effect.....	1
Compare and Contrast.....	2
Connotation and Denotation.....	3
Explicit and Implicit Information.....	4
Fact and Opinion.....	5
Inference.....	6
Informative Text.....	7
Sequence.....	8
Topics and Main Ideas.....	9

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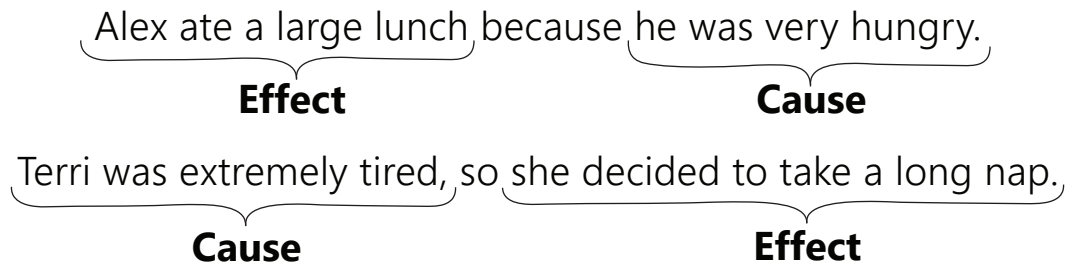


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CAUSE AND EFFECT

A cause-and-effect relationship is one where Event B happens because Event A happened. Event A is the **cause** and Event B is the **effect**.



As you can see, the cause will sometimes appear before the effect in the sentence and other times appear after it. In either case, there are several words and phrases that often indicate a cause-and-effect relationship:

Cause

- If
- Because
- Since
- Due to
- Caused

Effect

- Then
- Consequently
- As a result
- For this reason
- So

These “keywords” almost always appear at the beginning of the cause or effect phrase they indicate. In the first example sentence above, the keyword *because* comes before the cause in the sentence. In the second sentence, the keyword *so* comes before the effect in the sentence.

EXAMPLES:

Due to the weather, we will not be meeting outside this afternoon.

Sam is not feeling well. **As a result**, he will not be attending school today.

Because he has longer legs, Jack walks faster than Marcus.

Since Rachel brushes her teeth every day, she does not have cavities.

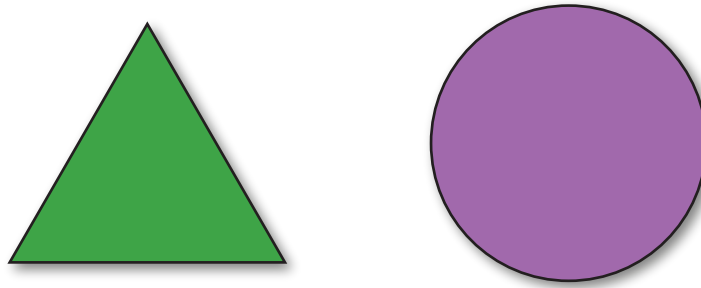
Sarah does not have a car. **Consequently**, she rides her bike to school.

COMPARE AND CONTRAST

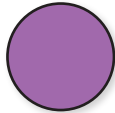
To **compare** means to look for all of the similar qualities between two or more things. For instance, you could compare a dog and a cat by noting that they are both animals, or you could compare different books by noting the similar themes they share.

To **contrast** means to look for all of the differing qualities between two or more things. For instance, you could contrast an elephant and a mouse by noting their different sizes, or you could contrast the personalities of different people.

Take a look at the two shapes below. They are similar in some ways and different in others, so you can both compare *and* contrast them.



Compare
· Shapes · Filled with color · Similar size

Contrast	
	
· Triangle · Green · Three points · Three sides	· Circle · Purple · No points · No sides

This is a simple example. However, there are more challenging ways in which you might be asked to compare and contrast something. For example, in your English class, you may be asked to compare and contrast key themes or ideas, or in math and science classes, you may be asked to compare and contrast different graphs and values.

CONNOTATION AND DENOTATION

Whether you're reading a book or just chatting with friends, your brain is constantly working to interpret the meaning of the words you're taking in. Generally, there are two different types of meaning to choose from: connotation and denotation.

con·no·ta·tion | /ˌkɑ-nə-'tā-shən/
(noun)

- something implied or suggested by a word or phrase

Connotation is the emotions and/or ideas associated with a particular word or phrase.

If a word invokes a good feeling or idea, that word has a positive connotation. If a word invokes a bad feeling or idea, that word has a negative connotation. If a word doesn't invoke any particular emotion or idea, then that word has a neutral connotation.

Positive connotation: Jamie uses coupons because she is *economical*.

Negative connotation: Jamie uses coupons because she is *cheap*.

The context of the surrounding text can help clarify a word's connotation.

Denotation is simply the literal meaning or definition of a word or phrase.

de·no·ta·tion | /ˌdē-nō-'tā-shən/
(noun)

- the direct dictionary definition of a word or phrase

Here's an example of the connotation and denotation of the word *timid*:

Connotation: The connotation of *timid* is generally a negative one, especially if you compare it to the word *reserved* or the word *apprehensive*, both of which have a more positive connotation.

Denotation: The denotation, or definition, of *timid* is "lacking in courage or self-confidence."

EXPLICIT AND IMPLICIT INFORMATION

Information that is clearly stated and leaves no room for interpretation is called **explicit information**. Here's an example:

ex·pli·cit | /ɪkˈsplɪsət/
(adjective)

- stated clearly and with detail; not vague

*"It was a stormy night in Greenwood.
The strong winds were causing the trees
to sway, and it rained for hours."*

There are multiple pieces of information that are explicitly stated in the example above:

- A storm was underway.
- The storm is happening in Greenwood.
- It was nighttime.
- The winds were strong.
- The winds were causing the trees to sway.
- It rained for hours.

Information that doesn't directly provide information and instead requires the reader to infer what's going on is called **implicit information**. Here's an example:

*"Kayla peered out the window before
heading to bed. The trees were wildly
swaying, and the puddles in her yard
were growing larger by the minute."*

im·pli·cit | /(')ɪm-ˈpli-sət/
(adjective)

- implied without being directly expressed

The reader can infer a handful of things that are **implied** in this example:

- It was nighttime.
- The wind was blowing forcefully.
- It was raining heavily.
- A storm was occurring.

FACT AND OPINION

A **fact** is a statement that can be proven to be true by the use of evidence. This means that facts are fully true in all cases and for all people.

- Humans are mammals
- Asia is the largest continent in the world
- World War II began in 1939
- Earth, Saturn, and Neptune are planets

Each of these statements is verifiably true. In other words, evidence exists that could prove each claim.

When something is factual, it is known as being **objective**.

On the other hand, an **opinion** is a statement that is not necessarily true or false; it can express a belief, attitude, value, judgment, or feeling.

Each of these statements is debatable; one can agree or disagree with each statement.

When something is debatable, it is known as being **subjective**.

- Humans are the best mammals in existence
- Asia is the most interesting continent in the world
- World War II was a terrible war
- Earth is the most beautiful planet in the solar system

When trying to distinguish opinion from fact, be on the lookout for certain signal words that will often accompany an opinion:

- | | | |
|--------------|-------------|--------------|
| • Always | • Horrible | • Terrible |
| • Bad | • Lovely | • Ugly |
| • Beautiful | • Most | • Unfair |
| • Best | • Must | • Wonderful |
| • Disgusting | • Never | • Worst |
| • Favorite | • Pretty | • Worthwhile |
| • Good | • Should | |
| • Great | • Strangest | |

INFERENCE

An **inference** is a conclusion reached by using evidence and reasoning. Making inferences is a way of using information available in a text to make informed guesses about what is not yet known (i.e., "reading between the lines").

We make inferences every day. For example, if you lost your cell phone and remember that the last time you saw it was in your bedroom, you might infer that it is in your bedroom. It may not be there, but the available evidence leads you to this feasible conclusion. It may be an incorrect conclusion, simply because inferences are rarely certain.

There are two main uses of inference when reading a text: making predictions and guessing word meanings.

Making Predictions

EXAMPLE: John said, "Whatever you do, don't go into the basement."

A few conclusions can be inferred from this:

1) It foreshadows a trip to the basement later in the text. One can guess that since John said this, characters are probably going to go into the basement.

2) There is likely something bad or forbidden in the basement.

NOTE:

Is John a trustworthy character or a suspicious one? Inferences about what is in the basement might differ depending on the answer.

Guessing Word Meanings

EXAMPLE: She was gregarious, found always at one event or another around town and surrounded by laughing people. Her door was always open.

NOTE:

Be careful to not confuse inference with observation. An observation is something you notice or see, while an inference is something you conclude based on these observations.

The word *gregarious* may be unfamiliar, but one can infer from the content of the sentence what the definition of the unknown word is:

gre·gar·i·ous | /grə'gerēəs/
(adjective)

• fond of the company of others; sociable.

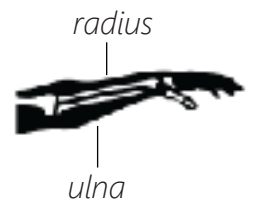
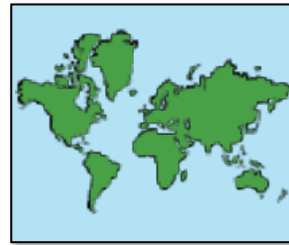
INFORMATIVE TEXT

Informative text educates the reader about a specific topic. It's a unique type of writing that can be seen in a number of different mediums, such as an instruction manual, a vacation brochure, or a non-fiction history book.



Written cues include a table of contents, index, glossary of terms, appendix, and more. Each of these types of written cues can be indicators of an informative text.

Graphics and illustrations can also be indicators of an informative text, as they help the reader to understand and visualize the subject at hand. These may include diagrams of the body's anatomy, maps, pictures from a location, and more.



Organizational structure also aids a reader in locating and understanding information. Examples include labels, bulleted lists, headings, subheadings, and the use of bold, italics, or underlines.

TYPES OF INFORMATIVE TEXT:

Literary nonfiction includes texts like autobiographies and biographies, technical books, essays, memoirs, location-based picture books, and some poetry.

Expository writing often has many of the written cues mentioned above. One such example of expository writing would be a book about Earth, and a written cue like the table of contents allows a reader to find a particular section.

Persuasive writing is used by an author to try to persuade the reader through data and analysis.

Procedural texts provide a step-by-step guide for the reader. A cookbook is one example of a procedural text as the recipes provide an ingredient-by-ingredient guide to create a specific dish. Another such example is an instruction manual.

SEQUENCE

When reading a story or an essay, it's important to understand when an event happened in relation to other events. Writers will often use **sequence words** to show the order of events taking place.

It's easiest to split sequence words into three groups: beginning words, middle words, and end words.

BEGINNING WORDS

Beginning sequence words and phrases are used to signal the first item or event that is being listed. Here are some common beginning words:

- First
- To begin
- At the onset
- In the beginning
- Starting off
- Originally

To begin, let's open our books to page 9.
The **first** thing on our list is a gallon of milk.

MIDDLE WORDS

Middle sequence words and phrases are used to introduce an item or event that is listed next. Here are some common middle words:

- Then
- Next
- After that
- In turn
- Consequently
- Second

Then, begin reading the first paragraph.
The **next** item we need to get is a loaf of bread.

END WORDS

End sequence words and phrases are used to designate the last item or event of a series. Here are some common end words:

- Last
- Finally
- In conclusion
- At the end
- Ultimately
- To finish

Finally, answer all of the review questions.
A box of cereal is the **last** thing on our list.

TOPIC AND MAIN IDEAS

A **topic** is a word or phrase that everything in a text refers to. The topic is usually expressed in a few words and is the general subject of a paragraph or essay.

Example

"Some people say that music helps them to relax and focus when they are studying or working."

The topic of this statement is "music."

To find the topic of an article or essay, ask yourself two questions:

1. Who/what is the text about?
2. What is the author trying to show/teach to the reader?

The **main idea** of a text is the most important point that is being made by the author in reference to the topic at hand. Generally, the main idea needs to be a full sentence in order to be completely identified and defined.

Example

"Some people say that music helps them to relax and focus when they are studying or working."

The main idea of this statement is that music helps some people relax.

To find the main idea of a statement or paragraph, first find the topic. Then, look for a sentence that states an important point about the topic.