

HESI A2 Overview - Reading Comprehension Power Point Notes

ABOUT THE READING COMPREHENSION SECTION:

- Each passage will have 2-3 questions.
- You must answer the questions in the order asked. Once you click next, you cannot go back – if you're on #3 and you want to change #1, you cannot.

A FEW TIPS & TRICKS:

- Reading the questions before the passage offers a purpose.
- Use the answer choices to help you.
 - Eliminate any answers you know are wrong.
- Notice the language in the questions and the answer choices.
 - Defining words like all, always, usually, most, best
 - Negative words and prefixes like not, never, except, un-
 - When asked for a negative, eliminate all choices that are true.

MAIN IDEA: (Refer to questions 1 & 2)

- The main idea of a passage is the main point the author is speaking about. It is sometimes referred to as the “big picture”.
- It is not the topic; the main idea is more specific than the topic.
- The main idea may be stated in the opening paragraph as a thesis, then restated in the concluding paragraph.

To determine the main idea, ask yourself these questions:

- What is the passage about? (topic)
- What is the main point the author wants you to know about the topic?
- Try to summarize the passage in 1 sentence (Roell, “How to Find the Main Idea”). Is that one of the answer choices?

Not all main ideas are stated. Some are implied.

- Use the supporting details to determine the main idea of the passage.
- The supporting details are the pieces in the puzzle that build the picture.
- How do the supporting details tie together? What picture do they reveal?

Main idea cues: title, topic, focus, subject, emphasis

SUPPORTING DETAILS: (Refer to questions 3 & 9)

- Supporting details are the additional information given to support the main idea.
- They illustrate the main point the author is making; they draw the picture for the reader.
- Supporting details offer evidence to bolster the main idea.
- A detail may be a description, a reason, an example, additional information, etc.

To find supporting details:

- Supporting details are found within the heart of the passage
- They can be introduced with transition words like first, next, one, another, for example, etc. (HESI. 46).

Supporting details cues: reasons, examples, steps, facts, first, next, last, another, finally, causes, methods, to begin, also, in addition

INFERENCE: (Refer to questions 4 & 11)

- An inference is a logical conclusion based on given facts and the reader's own experience.
- It is an educated guess or "reading between the lines" about what the author is hinting at but does not actually state (HESI. 47).
- A logical inference is supported by facts and evidence in passage.

To make a logical inference:

- Words like "suggest", "infer", and "imply" indicate an inference question.
- Use the clues in the passage to draw a logical conclusion. Use the facts first, then your experience.
- Look for facts and details in the passage to support the inferences in the answer choices

Inference cues: implied, suggested, draw conclusion

WORDS IN CONTEXT: (Refer to questions 5 & 12)

- The author often gives clues within the context to help determine the meaning of certain words. The meaning is somewhere within the text.
- Use the sentences surrounding the word to determine the meaning.
- The author may give the definition, a synonym, an antonym, an example, a restatement or an explanation of the word to help the reader (HESI. 46).

To determine the meaning of a word in context:

- Skim the passage to find the word.
- Read the sentences before and after the sentence that includes the word.
- Look for a definition, explanation, synonym, or other clarification of the word.
- Be sure that the meaning you choose makes sense in the context of the passage. Reread the sentences using the meaning instead of the word (HESI. 46).

These questions have the word in *italics*. Watch for it as you read.

Multiple meanings of a word may be listed, but not all work within the context of the passage.

AUTHOR'S TONE: (Refer to question 6)

- The author's tone is the attitude or feelings the writer has toward the topic.
- Word choice is the best tool to determine author's tone. Look for facts, bias, intrigue.
- Positive or negative language can point to the author's feelings about the subject.

To determine the author's tone, ask:

- Who is the author's intended audience?
- What feelings does the writer have toward the subject?
- What words support this feeling?
- Look at the answer choices. Find words within the passage that support one of the choices.

There are many tone words. Preview a list of tone words to become familiar with possible choices

AUTHOR'S PURPOSE (Refer to question 7)

- Why did the author write this piece?
- For whom did the author write the piece?
- An author writes to inform, persuade, entertain, analyze.
 - Informative- language is factual with supporting details allowing reader to form own opinion
 - Persuasive – language is biased with feelings and opinions. Positive or negative language is used to convince reader (HESI. 47).
 - Entertaining – language is entertaining, humorous, mysterious, of general interest.
 - Analytical - language will be focused and include data, evidence, results.

To determine the author's purpose:

- Consider the audience. For whom was the passage written?
- What tone did the author use? Strong positive or negative language implies persuasion.
- Is the passage informative, entertaining, argumentative, persuasive?

The words used to convey tone help convey purpose.

FACT & OPINION (Refer to #10)

- A fact can be proven – true or false.
 - Ex. The movie *La La Land* won the Oscar for Best Picture in 2017.
This is an incorrect fact. It can be checked.
- An opinion is a belief. It is not provable.
 - Ex. The movie *Tenet* is a great movie.
Some may disagree with this. Its greatness cannot be proven.

To determine fact vs. opinion:

- Look at the language used.
- Can the statement be proven? **FACT**
- Is the statement a feeling or belief? **OPINION**

Example: A puppy is a young dog. This is a fact. It can be proven.
Puppies are adorable. That is an opinion.

SUMMARIZING (Refer to #13)

- A summary includes the main ideas expressed throughout the passage. Summaries may have a few important details.
- Summaries are typically written in the order of the passage, but not always (HESI. 48).
- A basic summary can answer the questions who, what, when, where, why and how.

To determine the best summary:

- Use the main ideas from each paragraph to create the summary.
- Look for a summary statement that follows the sequence of the passage.
- Be careful not to choose a summary with multiple details or inaccurate information.
- In a passage, the concluding paragraph sometimes summarizes the passage.

LANGUAGE TO AVOID:

Professional language is expected when speaking and writing.
The following types of language are not considered to be professional.
Accurate language about the topic is expected.

CLICHES:

- Cliches are outdated and overused expressions that have lost their meaning over time.
- Non-native speakers may not understand cliches.
 - “sick as a dog”
 - “under the weather”
- Instead, of cliches, use facts and accurate information. Say what you mean.
 - Vomiting with fever & chills
 - Headache with a mild cold

EUPHAMISMS:

- Euphemisms are often used in place of direct language to soften what needs to be stated - to be less offensive.
 - “passed away”
 - “departed”
- Give accurate information. Say what you mean.
 - Use correct terms for body parts (HESI. 64).
 - State that the patient has died.

SEXIST LANGUAGE:

- Sexist language identifies gender without reason (HESI. 64).
- Use gender neutral titles instead.
- Use expressions like doctors and their partners or spouses instead of doctors and their wives.
- Don’t overuse “he” and don’t use “they” as a substitute because it is grammatically incorrect.

Gender Neutral Titles

Chair or Chairperson

Server

Firefighter

Sexist Titles

Chairman/Chairwoman

Waiter/Waitress

Fireman/Firewoman

PROFANITY & INSENSATIVE LANGUAGE

- Be mindful of using harsh, insensitive, or offensive language when speaking and writing.
- “We need to be sensitive to language that excludes or emphasizes a person or group of people with reference to race, sexual orientation, age, gender, religion, or disability” (HESI. 65).
- Professional language is respectful.

TEXT SPEAK

- Avoid spelling, abbreviations, punctuation, slang, and emojis used in texting.

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