Instructor's Manual

Reading for Results

THIRTEENTH EDITION

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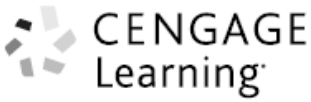
CENGAGE Learning

Australia • Brazil • Mexico • Singapore • United Kingdom • United States



CONTENTS

Background Notes on *Reading for Results* 13th Edition

Although I don't want to bore instructors with too much discussion of the research behind the explanations and exercises in the book, I thought the following discussion of the theory behind the book's content might be of some value.

1. Reciprocal Reading Is a Huge Influence.

> "Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: *summarizing*, *question generating*, *clarifying*, and *predicting*. The teacher and students take turns assuming the role of teacher in leading this dialogue." –Ann Marie Palinscar

Researchers Ann Brown and Ann Marie Palinscar provided a name and a sequence for something good teachers have been doing for years—modeling how experienced and skilled readers approach a text. And although I don't think an instructor has to use their specific categories of questions, I do think their method is extremely effective, and many of the explanations and exercises in this edition were created with their work in mind.

For those who might not be familiar with the sequence, it goes like this. The teacher reads a sentence (or an entire paragraph) and then explains not just what it says, but also what it adds to the previous train of thought, what's unclear or unfamiliar, and what it suggests about the ideas to come, for example, "I think the author is saying that a good memory is not a gift that some people have and others don't. He seems to be saying that a good memory is a result of training. Given how much he emphasizes the importance of training, I think the next sentence and even the rest of the paragraph will focus on the different ways a person can develop the ability to remember."

Then students do the same with the sentence (or paragraph) that follows, for instance, "This next sentence starts with, 'for instance,' so it does focus on one specific way to train memory. In this sentence, the method is to connect something new with what's already known. The paragraph will probably continue describing ways to improve remembering. This seems especially true because the author says, 'one of the best ways to improve remembering.' That sounds like the author is going to start with one way and then talk about others."

Once students report what they think and expect, then the instructor picks up again where the students left off. Students, for their part, are working in groups, and one member of the group volunteers to explain how the members have interpreted their group's sentence. Obviously, the goal is for the instructor to become less and less visible in the discussion as groups of students engage in their own interpreting and monitoring of the text sentence by sentence or paragraph by paragraph.

The goal of reciprocal reading and teaching is also the development of what Beers and Probst in their book *Notice and Note* term *generalizable language.* By means of reciprocal reading and teaching, students learn how to talk about texts in general, not just the one they are discussing at that moment. Most importantly, they learn that reading, whatever the text, requires the reader to mentally link the new and the old, the unfamiliar to the familiar, the present sentence to the one just past.

2. With Reciprocal Reading, Collaborating to Determine Sentence Functions Is Probably the Best Approach.

In her research on reading, Judith Irwin points out that students tend to process sentences in isolation. They treat sentences like vitamin pills: take each one individually, and in the end, they will all add up to good health. But, in fact, sentences build meaning layer by layer, and readers who don't make connections between

sentences get lost. Thus, it's crucial to work with students to figure out, sentence by sentence, what each one contributes to a passage.

Many exercises in *Reading for Results* ask students to do just that—explain the function of each sentence. However, I have learned from hard experience that the analysis of sentence function works much better in groups or pairs than with individuals. Students working alone get anxious and bored. They don't want to focus long enough to figure out what each new sentence adds to what came before, but they also don't want to be wrong. Put students in small groups, however, and have each group be responsible for one section of a reading, and **the change in student behavior is dramatic.**

3. The Main Idea Is Not Equivalent to the Topic Sentence.

Like the previous one, this edition attempts to make the topic sentence take a back seat to the main idea. That's because I have been deeply influenced by Walter Kintsch's ***Construction Integration Method*** *of* ***Reading***, a theory of reading that provides the foundation for the Common Core Standards.

What Kintsch emphasizes is the way readers, sentence by sentence, build a mental representation of text meaning based on the "text," or the actual words on the page. Kintsch suggests—and I think he is right—that readers don't start reading in pursuit of a topic sentence. Instead, they construct meaning sentence by sentence, with each new piece of information adding to their developing sense of what the writer's message or meaning might be. As the information comes in from the text, whatever prior knowledge they have about the language used or the topic discussed kicks in as well to help them form their own mental version of the author's thoughts.

Viewed from this perspective, finding the topic sentence is a way of confirming their mental representation or picture of the text—called the "text base"—that readers begin to develop as soon as their eyes (and brains) start taking in words from the page. Although identifying the topic sentence is an important component of furthering and monitoring comprehension, Kintsch suggests that forming an idea about the text on the basis of textual cues and then elaborating on that idea via prior knowledge is the central process of reading, one that leads to the reader being able to store the information in long-term memory by creating what's called a "situation model."

In other words, when readers store the main idea in long-term memory, they don't store it in the form of the topic sentence. They store it as their elaborated version of the main idea. In studies where the form of the topic sentences was changed, for example, "Bullying behavior is already apparent in elementary school" versus "Already in grammar school, there is evidence that children are being bullied," readers consistently recall the reading's main idea as something like "Bullying behavior starts early in the schools." Changing the words in the topic sentence had little or no effect on how their idea of the text was stored, largely because readers don't store the writer's exact words (unless they are especially memorable ones like in a poem); they store their ideas about those words.

This approach to reading makes construction of the main idea the first and most basic step in comprehension, with the identification of the topic sentence a part of the comprehension and confirmation process rather than the central goal.

4. Students Need to Understand that Academic Reading Done on Screens Is not All that Different from Reading Print on a Page.

Research comparing screen and print reading consistently shows that reading comprehension remains the same for both, **as long as the passages read are brief.** Once the text is extended, comprehension takes a hit.

However, the decrease in comprehension does not mean that digital texts and print texts are so very different. The differences lies in the reader, and studies of how readers react to digital texts, even those intended for serious study, consistently suggest that they speed up their reading rate and allow their eyes to zigzag down the screen in the same way that they might, for instance, look over their Facebook page or search for a pair of shoes online.

In other words, they continue to use a leisure reading approach for text that should be read in much the same way they read a print textbook, that is, eye movements left to right, stopping to evaluate, re-reading if

necessary, and slowing down or speeding up depending on text difficulty. Thus, the goal of this edition of *Reading for Results* is to show students how to adapt what they know about reading textbooks to reading academic text on a screen.

5. Here's a Brief Introduction to Reciprocal Reading and Teaching.

What Is It?

The term "reciprocal reading" (actually most of the research uses the term "reciprocal teaching") refers to a dialogue method of reading instruction in which teachers model the kinds of questions and comments experienced readers pose and make as they read in order to follow the writer's train of thought. Initially, the instructor does the lion's share of modeling the reader's thinking. Progressively, however, students get more and more text to respond to until the teacher no longer participates.

How Does It Work?

Initially the texts used should be carefully chosen. That is, they should be considerate texts in which linguistic expectations based on the text are confirmed, the vocabulary is relatively familiar, and, if possible, students have some background knowledge about the text content. As students become increasingly comfortable with the method, more difficult texts should be used. They should be less considerate, and the focus will be more on clarifying text that is not easy to comprehend. The following illustration shows the types of questions and comments the instructor would model for students, who would, when it's their turn, ask similar questions and make similar comments. Although the illustration uses reciprocal reading strategies sentence by sentence, students who are more advanced can certainly work paragraph by paragraph.

Attention Deficit Hyperactivity Disorder (ADHD)

[1]Many parents have noticed that their children do not pay attention to them—they run around and do things in their own way. *Summarizing*: **This sentence just talks about ordinary kid behavior. It must be an introduction because it doesn't address the heading**. *Predicting*: **The next sentence will probably explain when this kind of behavior gets labeled attention deficit hyperactivity disorder**. [2]Sometimes this inattention is a function of age; in other instances, it is a symptom of attention deficit hyperactivity disorder, in which a child shows a developmentally inappropriate lack of attention, impulsivity, and hyperactivity. *Questioning:* **How do they know when it's a function of age and when it's a symptom of ADHD?** The various symptoms of ADHD are described below. *Clarification:* **The writer must mean that when these symptoms come together, then it's ADHD rather than a stage the child is going through**. (Larry Siegel, *Criminology*, 10e © Cengage Learning.)

Are There Variations?

Teachers have been doing guided reading, for that's what this is, for decades before Palinscar and Brown came on the scene. Although they contributed a terminology and a format, along with a good deal of research, they did not invent the idea of reciprocal reading/teaching, so you are in no way obligated to use their categories of questions. Some teachers use a looser series of questions, which students can answer as they complete a sentence or paragraph:

1. What does the writer talk about in this sentence?
2. What does this sentence add to what came before?
3. What does the author want us to understand?
4. Why is this sentence here? What does it contribute to the thread of meaning that emerged from the previous sentences?
5. Based on this sentence, what does it look like the writer will discuss next?

Sources

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Beers, K. and Probst, R. (2013). *Notice and Note: Strategies for Close Reading*. New Hampshire: Heinemann, 2013, pp. 83-5.

Charney, D. (1994). The effect of hypertext on processes of reading and writing. In C. L. Selfe and S. Hilligoss (eds.), *Literacy and Computers: The Complications of Teaching and Learning with Technology* (pp. 238-63). Astor Place: Modern Language Association of America. (Despite the title, this article has a great discussion of Kintsch's Construction-Integration Theory, and it's available on the Web.)

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PART I

SUGGESTIONS FOR TEACHING AND SUPPLEMENTARY MATERIALS

CHAPTER 1

STRATEGIES FOR LEARNING FROM TEXTBOOKS

SUGGESTIONS FOR TEACHING CHAPTER 1

1. Students need to know that *SQ3R* is only one of many study systems. Thus they should feel free to use other methods that they might have learned about in other courses. The main thing to stress is that textbooks do require a system or method of reading. They can't be read like a magazine or a novel, at least not if the reader wants to understand and remember the material.
2. Consider introducing REAP as well. The letters stand for Read, Encode (summarize), Annotate, and Ponder. Type "*reap* for study reading" into a search engine, and you'll find a lot of materials explaining its use and benefits.
3. In teaching the section on using the Web (pp. 47-56) to get background knowledge, emphasize how important it is to critically evaluate sites, especially those that are not created by educational or government institutions. Stress that search engines *do not* evaluate the sites they list. Recent research (see later) on this subject suggests that students think search engines do just that: put the best site first. That's why so many students always start with the first site that comes up in response to a search term. This point is worth making repeatedly.

Application 1

Give your students a historical event to research on the Web. Tell them to read three different web sources that describe the event and discuss among themselves which one offers the best explanation or discussion and why. I've had luck with the execution of Julius and Ethel Rosenberg, Andrew Jackson's attitude toward Native Americans, and the attack on Fort Sumter. But the possibilities are endless, and obviously, you don't have to rely solely on historical events.

Application 2

Encourage your students to use Facebook, Google+, ThinkBinder, etc., to form study groups and complete a search assignment as a group. To discourage empty chat, give them some clear-cut assignment (see the Web Quest questions in every chapter) and offer points or a grade for the answers. The goal of the assignment is twofold: (1) to get answers to specific questions; and (2) to make students think about *why* one site seems better than another.

4. Student readers often complain about problems concentrating while reading textbooks. This chapter is the ideal place to introduce some tips on concentration, like the ones introduced in Supplementary Materials 1.1.
5. Procrastination is a problem for students in general, not just for those in developmental classes. Distribute Handout 1.2 and devote some time in the early days of your class to suggestions for fighting procrastination.
6. I don't think you can stress enough that the reader's goal and the writer's style influence the comprehension strategy used. Telling students to visualize is a great idea if they are reading a botany text that describes the parts of a blossom, but it's a waste of time if the writer is

describing the various regional conflicts that made the writing of the Constitution such a difficult task.

Application 3

Ask students to bring in brief excerpts from textbooks that they think make heavy use of visual aids. Make copies and distribute different pages to different groups. Ask each group to explain how they would go about making use of the various visual aids. If the making of copies takes too much time, use the textbook readings in *Putting It All Together* and ask students to read a page from two different selections and describe what differences they see in the presentation of information.

Research shows that many students aren't aware of and don't utilize the textbook devices authors include to aid comprehension. This activity might help make them more aware of how the information is structured and highlighted in textbooks.

Application 4

Link reading flexibility to a discussion of what researchers call *considerate* and *inconsiderate* texts. **Considerate texts** include clear connections between sentences, including in the form of transitional devices, familiar patterns of organization, and opening references to what's been previously said, thus making it easier for readers to follow the writer's train of thought, often by linking the end of the previous sentence to the beginning of the new one.

Inconsiderate texts don't make good connections and don't provide readers with much help, linking old information with new. They are particularly inconsiderate when it comes to using sentence openings to help the reader see how a new sentence connects to the one that came before.

I think introducing these terms is extremely helpful because they take some of the burden off the students. Some textbooks—a good many in fact—are not well written. Well written or not, students have to deal with them. What they don't have to do, however, is blame themselves for having a hard time getting the writer's point. Sometimes that is not their fault.

Application 5

Give students examples of brief textbook excerpts that you think are inconsiderate. (You can ask students to bring in examples or compile a file of such excerpts in Google Docs, or on any one of numerous curating sites.) Ask them to rewrite the excerpts to make them more considerate. Students generally love doing this, but it works best in groups or pairs.

Application 6

Ask students to bring in or contribute two examples of both kinds of text, considerate and inconsiderate. Type up or cut and paste some examples of each and distribute for a discussion of how one text extends a helping hand to the reader and another does not.

Application 7

Make your students more aware of what's available to them in their texts by giving them the questionnaire titled *Assessing Your Textbook.* (Supplementary Materials 1.4) To make your students more conscious of the various learning strategies available, hand out the reading strategies checklist (Supplementary Materials 1.3).

Eszter Hargittai, et al. (2010). "Trust online: Young adults' evaluation of web content." *International Journal of Communication*, 4, 468-94.

SUPPLEMENTARY MATERIALS FOR CLASSROOM PRACTICE

1.1 Tips for Improving Concentration

1.2 Breaking the Procrastination Habit

1.3 Strategies for Reading

1.4 Assessing Your Textbook

HANDOUT 1.1: TIPS FOR IMPROVING CONCENTRATION

1. Get at least seven hours of sleep. Less will leave you feeling muzzy, making it hard for you to stay focused.
2. Put your cell phone some place where you can't see it, reach it, or hear it.
3. Know that research shows multitasking does not work. Do three things at the same time, and you will do at least one of them badly.
4. Try to have everything you need for work when you sit down to complete your assignment. Interruptions to look for notes or a flash drive can interfere with concentration.
5. Determine which courses, or parts of courses, benefit from working in a group versus working alone. Move back and forth between group and individual study depending on the material.
6. When you work in a group, make sure your study partners are as determined to succeed as you are. If, after two or three weeks, study sessions with other people devolve in chatting about your various lives, get out of that group.
7. Try to study at the same time each day. After a while, the tendency to concentrate at this particular time and in this particular place will become a habit.
8. Every twenty or twenty-five minutes take a five- or ten-minute break and walk to a new location or look out the window. Mentally review what you have read while you take your break, then go back to your original place of study.
9. Establish a specific purpose for each assignment. Know exactly how much material you want to cover or what ideas you need to understand. Preferably know both.
10. Begin work immediately after you sit down. At this point, you are most vulnerable to interruptions. Don't take any chances. Avoid anyone or anything that might distract you.

11. Use a variety of learning strategies while studying. Outline, summarize, recite, draw pictures and diagrams. Use study apps that help you make graphs, diagrams, or drawings, but don't forget about using paper and pen as well. Research suggests that what you write by hand gets into long-term memory faster than what you type on a screen.[1]

12. Take breaks to supplement your reading with videos that might explain the same topic with more images and audio. Do not use these breaks to browse YouTube. Have a definite search term in mind and use it to find the appropriate videos.

13. Periodically pick a piece of text that you have already covered and write down a question about it. Without looking at the text, answer your question in writing.

14. If there is a Facebook group for your course, join it and contribute to it regularly.

15. Come up with a series of success statements that will keep you going when you feel the urge to quit, for example, "If I can master this introduction to programming, my job outlook is great"; "I'm not a person who gives up; I always find a way."

16. Each time you finish a study session in which you have maintained concentration, congratulate yourself for improving your study habits. Spend a few minutes once a week evaluating how effectively you are focusing on your academic work and goals. If you have stayed on track, give yourself some kind of reward.

17. Check out productivity apps and websites to see if they can help you stay focused or give you some insight into how you can study more effectively.

[1] Mueller, P. A. and Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, April 23.

18. For really tough courses that are essential to your academic success, make a multimedia notebook that includes notes, images, audio, and videos. If you are reading and feel your concentration flagging, switch over to finding an image or audio to supplement your notes.

HANDOUT 1.2: BREAKING THE PROCRASTINATION HABIT

People who procrastinate usually have long-term goals they want to achieve. The problem is they are always putting off the daily work necessary to fulfill or reach those goals. In short, they are always procrastinating. Battling procrastination is tough, but it can be done if you're willing to follow these guidelines.

1. **Know what you want to accomplish.**

   Target one specific project that you want to accomplish within a specific period.

2. **Let other people know what your project is and when you plan to finish it.**

   Tell several people you respect what you intend to accomplish. In particular, try to find the kind of people who will ask how your work is coming along.

3. **Divide and conquer.**

   Divide your project into a series of subtasks and give yourself deadlines for each and every one. Make sure that the first task on your list takes no more than fifteen minutes to accomplish. Complete that task within twenty-four hours of making your list. After completing that first brief task, cross it off your list and congratulate yourself.

4. **Maintain your momentum.**

   Go on to the next task immediately after completing the first one. Each time you complete a task by its deadline, congratulate yourself or give yourself some unexpected reward. When you do not finish a task by its deadline, penalize yourself, *not by feeling guilty*, but by doing something you hate, like cleaning your room or doing your laundry.

5. **Analyze the causes for postponing your work.**

   If you find yourself slacking off and falling into your old predictable ways, you need to discover *why* this is happening. You may have taken on a task that is too difficult to

accomplish during the time you allotted. If so, rework your schedule to make it more realistic and doable.

6. **Do not become discouraged by relapses into old habits.**

   It is quite natural to fall back into your old habits when you are trying to create new ones. Don't be surprised or angry if you can't stop procrastinating overnight. However, when you find yourself reverting to old forms of behavior, tell yourself that you *can* kick the habit of procrastination; it's just going to take a little time.

7. **Never forget the consequences of procrastination.**

   Anytime you feel yourself starting to procrastinate, sit down and list for yourself some of the consequences of this seemingly harmless habit: a constant sense of guilt, a mediocre career, unfulfilled potential, and a life of indecision. Is it really worth it?

HANDOUT 1.3: STRATEGIES FOR READING

Check off the reading strategies you already use. Put an "x" next to those you plan to use in the future.

1. Rereading difficult passages two, even three, times. ___
2. Checking the Web for background knowledge before you begin your reading assignment. ___
3. Drawing diagrams of the steps or stages explained in the text. ___
4. Reading difficult passages aloud. ___
5. Referring to illustrations of a text while reading. ___
6. Reading very slowly, practically word for word, when a passage is especially hard to understand. ___
7. Visualizing while reading. ___
8. Rereading the introduction to better understand what follows. ___
9. Skipping to the last page to read the *summary*, or brief restatement of key points, before you begin reading the assignment. ___
10. Looking up unfamiliar words, then rereading. ___
11. Looking at videos on the Web related to the topics of your assignments. ___
12. Asking questions like "What's the point here?" ___
13. Discussing the text with a friend or an instructor. ___
14. Imagining situations similar to the one being described. ___
15. *Paraphrasing*, or translating the author's words into simpler, more familiar language. ___
16. Looking for underlying patterns like *cause and effect, comparison and contrast.* ___
17. Breaking individual sentences into parts to determine relationships between the parts. ___

HANDOUT 1.4: ASSESSING YOUR ASSIGNMENT

Directions: Portions of this questionnaire can be completed after you pre-read. One or two questions can be answered only after you have begun reading. If you wish, you may complete the questionnaire after you finish the assignment.

Text Title: _____

Date: _____

1. Does the chapter or discussion open with any of the following?

a. lists of questions

b. an outline of topics or issues

c. a list of learning objectives

d. an overview of the chapter

e. a story or anecdote

f. other:_____

Did you find this material useful? Why or why not?

_____

2. Does the author include any review questions or statements *between* sections of text? _____

If you answered "yes," did you also make use of this material? _____

Was it helpful? Why or why not? _____

_____

3. Does the author or application use any of the following to highlight key points or terms?

a. boldface

b. italics

c. colored ink

d. boxes

e. illustrations

f. other: _____

4. Describe and give two examples of the way key terms are introduced and highlighted in the text (i.e., boldface, italics, colored ink, and so on).

_____

5. Does the text contain illustrations? _____

If you answered "yes," did you study the illustrations carefully? _____

Why or why not? _____

6. In most chapter sections, do the headings give you a clue to the ideas introduced in the material? _____

Does this make your reading

a. easier

b. harder

7. How would you rate the writing in this chapter?

a. easy to understand

b. hard to understand

c. somewhere in between

_____

8. If you are using an e-book, what note-taking methods does it provide?

a. highlighting the text in different colors _____

b. note-taking boxes _____

c. a digital pen or pencil to underline _____

d. arrows to make connections _____

e. circles for key terms or names

9. How many of the note-taking functions for your e-book do you use regularly? _____

Research source: Smith, D. J. (1992). Common ground: The connection between reader-response and textbook reading, *Journal of Reading*, 35(8), 630-34.

CHAPTER 2

BUILDING WORD POWER

SUGGESTIONS FOR TEACHING CHAPTER 2

1. In teaching this chapter, stress that using context is *not* a substitute for using the dictionary. Rather, it provides a way to discover an *approximate meaning* so that the reader doesn't spend too much time looking up words.
2. Stress the importance of constant vocabulary building.

Application 1

Show the powerful influence of context by having students create contexts that change the meanings of the words in Supplementary Exercise 3.

Application 2

Encourage students to memorize short poems that contain vocabulary not common in everyday speech but appropriate for an academic context. Robert Frost's short poem "Fire and Ice," for instance, will make it impossible for them to forget the meaning of the word "suffice."

Learning new words requires repetition and variation. I'd hand out the strategies for learning new words list early on (2.1) and encourage students to try all of the various possibilities for learning new words and their meanings.

3. Emphasize how important it is to avoid constant interruptions while reading. Many students think they are doing the right thing if they look up every unfamiliar word, not realizing that too many interruptions can sever their connection to the author's train of thought.
4. Ask instructors in other disciplines to supply words, such as *root*, *property*, and *base.* These are words that have one meaning in general conversation and another specialized meaning in their field. These word lists can then become part of the vocabulary instruction.

5. Make working with words a part of every class, and spend the first five or ten minutes reviewing the vocabulary introduced or footnoted in the chapter.
6. Keep telling students to create a list of specialized vocabulary for each course.

Application 3

Ask students to keep the words from their courses in a file in Google Drive or Dropbox so you can periodically check if they are really keeping abreast (or at least listing) the specialized vocabulary of their courses.

SUPPLEMENTARY MATERIALS FOR CLASSROOM PRACTICE

2.1 Strategies for Learning New Words

2.2 Matching the Strategy to the Word

2.3 Using Context

2.4 Using the Dictionary

2.5 Some Additional Information About Dictionaries

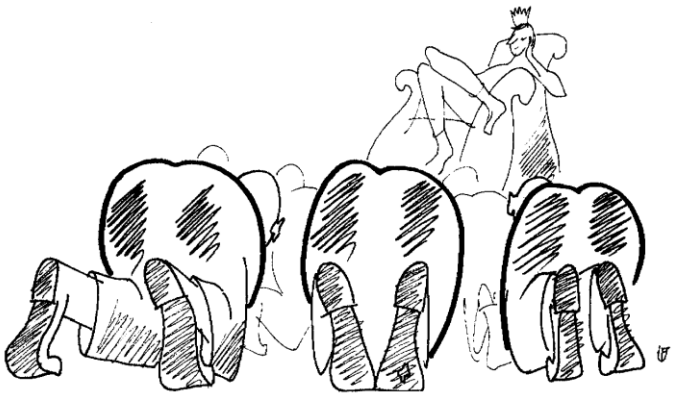
2.6 Idioms

2.7 Context Clues and Word Analysis Test

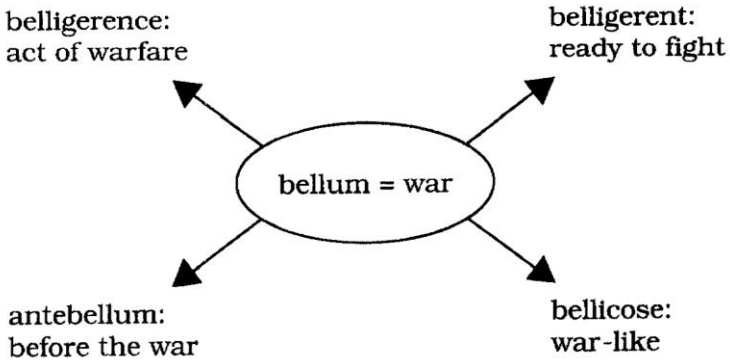
HANDOUT 2.1: STRATEGIES FOR LEARNING NEW WORDS

You already know that reviewing vocabulary through self-testing is a critical part of vocabulary building. However, there are a number of other strategies for expanding vocabulary that you should know and use on a regular basis.

1. **Create a visual image.** For example, to remember that *monarchy* means "rule by one person," imagine someone wearing a crown and sitting on a throne while everyone else in your mental picture kneels on the floor.



2. **Type the word *define* followed by a colon and the word you want to learn into a search engine**. After you get a brief definition, click on images, and visual images associated with the word you are trying to learn will come up. Scroll through them, looking for particularly memorable ones you can use to associate the words and their meanings.
3. **Keep the new words you are learning in an online notebook and as you learn the words, add images.**
4. **Make a map of words sharing a common prefix or root**. Periodically, go through your notebook, looking for words derived from a common root or prefix. Then make a map like the one shown here to highlight the words' common origin.



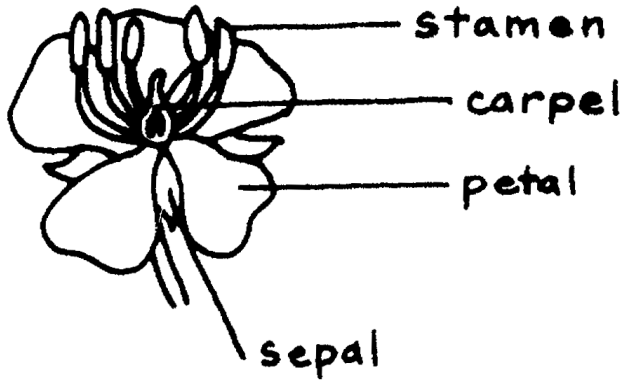
5. **Include antonyms.** To learn the word *endogamy*, meaning marriage restricted to members of the same group, learn as well the **antonym**, or word opposite in meaning. In this case, the word *exogamy*—meaning marriage restricted to those outside a particular group—is the appropriate antonym.

6. **Create your own definitions.** If, for example, an author defines the word *hypothesis* as a "tentative explanation," paraphrase it by translating the definition into your own words—say, "initial guess" or "unproven theory." Then record the author's definition as well as your own. The more you *use your own language to re-create word meaning,* the more easily you can remember new words.
7. **Personify the word.** When we personify something, we speak of it as if it were a living being. To personify the word *pugnacious,* for example, meaning "ready to fight," we could make up a sentence like this one: "Rain or shine, pugnacious was always ready to fight." This strategy is even more effective when you personify and link words together, as in "Reticent always dreaded going to parties, but gregarious couldn't wait."
8. **Record a synonym.** When you learn a new word, check to see if the dictionary mentions any synonyms. If it does, write the synonym (or synonyms) down along with the definition. For example, you already know that *belligerent* means "ready to fight or argue," and you just learned the word *pugnacious.* Those two words should be linked together in your vocabulary file as they are here:

   belligerent = ready to fight or argue

   Syn: pugnacious.

9. **Make a sketch.** Particularly for words in the sciences, drawing can be a useful memory aid. Need to remember the words that refer to parts of a flower like *stamen*, *carpel*, *petal*, and *sepal*? If you do, make a sketch like the one shown here.



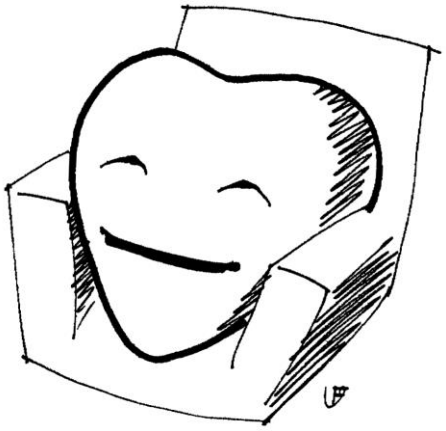
HANDOUT 2.2: MATCHING THE STRATEGY TO THE WORD

When learning new vocabulary, try not to rely exclusively on one strategy over all others. Instead, match the strategy to the word or words. The word *benevolent,* for example, includes the prefix *bene* (meaning "well" or "good"), which has found its way into numerous other words like *beneficiary*, *benefactor*, and *benign*.* Thus, a word like *benevolent* all but cries out for a map of related words, and that strategy would be perfect in this instance.

However, a different word might well call for a different strategy. Especially in the sciences, for example, finding a visual image to match a word can be of great value. A quick sketch like the one shown here could certainly help you remember a specialized term like *systole*, the period of heart contraction.

Systole

Link *systole* to a picture and definition of *diastole*, the period when the heart expands and fills with blood, and you will never forget the meaning of these two words.



Diastole

HANDOUT 2.3: USING CONTEXT

Directions: Each of the following sentences contains an underlined word, and the meaning of that word can change dramatically depending on the context in which it appears. Add one or two more sentences that illustrate some of those changes in meaning.

Example: There was a foul odor coming from the garbage can.

The umpire cried, "Foul!"

They use the foulest language on that show.

Example: Do you get a pickle with your hamburger?

He's in a pretty pickle right now; he's thirty thousand dollars in debt to a loan shark.

She tried to pickle the tomatoes, but they just came out sour.

1. Her form in tennis is really good.

_____

_____

2. It is the last house on the block, and it is surrounded by a picket fence.

_____

_____

3. Just flip through the pages of that book to find the answer.

_____

_____

4. Can you book me a reservation for late fall?

_____

_____

5. Canada and the United States share a common border.

_____

HANDOUT 2.4: USING THE DICTIONARY

Directions: You will need to use a hardbound dictionary to answer the following questions; a paperback edition will not contain all the information asked for in this exercise.

1. What did the word *bicker* originally mean?

_____

_____

2. According to the dictionary, should the word *semipro* be used when writing a formal composition?

_____

_____

3. Write the diacritical marks for the word *harangue.*

_____

_____

4. The phrase *sub rosa* means "in secret." What is the history of the word? How did it come into the English language?

_____

_____

_____

_____

5. How many syllables are there in the word *sidereal?*

_____

6. According to the dictionary, does the first syllable in *heinous* rhyme with the word *hay* or *hi*?

_____

7. What part of speech is the word *crag*?

_____

8. Is the word *submiss* still in use today?

_____

9. Which syllable receives the accent in the word *cranny*?

_____

10. What are some other forms of the word *lessen?*

_____

HANDOUT 2.5: IDIOMS

Note: Idioms are expressions that cannot be taken literally but nevertheless make sense. They often vary from language to language.

Directions: Here is a list of common English idioms. First, review the list and add any that you do not already know to your vocabulary file. Then, complete the sentences that follow the list. *Note:* Occasionally you may have to change the tense of a verb to make the phrase fit the blank.

1. *ivory tower:* To be isolated from life, not in touch with the real world.

   Sample sentence: By secluding herself, she lived in an *ivory tower* and didn't know what was really happening in the world.

2. *to raise Cain:* To cause trouble or make a fuss.

   Sample sentence: If he did not get the promotion, he was determined to *raise Cain*.

3. *to gild the lily:* To praise excessively or unnecessarily.

   Sample sentence: His agent insisted on *gilding the lily* and telling everyone how talented he was—as if two gold medals hadn't already made that clear to all concerned.

4. *to steal someone's thunder:* To get ahead of someone by doing what that person had planned to do before he or she could accomplish it.

   Sample sentence: I had intended to present a new plan for saving company time, but my assistant *stole my thunder* and presented it before me.

5. *to whitewash:* To hide faults or defects.

   Sample sentence: The press did not try *to whitewash* the corruption that was rampant in city hall.

6. *on tenterhooks:* In a state of high anxiety.

   Sample sentence: She was *on tenterhooks* waiting to know if she had been elected.

7. *on the bandwagon:* To join the group, follow the crowd.

Sample sentence: He had a hard time thinking for himself; all too often he just jumped *on the bandwagon* and did what everybody else was doing.

8. *the writing on the wall:* An event or incident that makes it quite clear what will happen in the future.

Sample sentence: When all four of the other managers were let go, I could see *the writing on the wall.*

9. *bring down the house:* To do something that causes a lot of excitement and enthusiasm.

Sample sentence: When Marilyn Monroe sang "Happy Birthday" to President Kennedy, her performance *brought down the house.*

10. *a white elephant:* Something no longer valuable.

Sample sentence: People just do not buy that style of house anymore; it has become a real *white elephant.*

11. *in the doldrums:* Depressed, bored.

Sample sentence: He's really been *in the doldrums* since his divorce.

12. *blow hot and cold:* To be indecisive, being very positive about something one minute and very negative the next.

Sample sentence: She is still *blowing hot and cold* when she talks about running for class president.

13. *tilt at windmills:* To waste time in a hopeless task or venture.

Sample sentence: They are circulating a petition to lower property taxes. I admire their effort, but they are just *tilting at windmills.*

14. *show one's hand:* To let others know your plans.

Sample sentence: I think the governor has decided to run, but he still refuses to *show his hand.*

15. *turn thumbs down:* To signal rejection.

Sample sentence: The employees wanted to strike, but union management *turned thumbs down* on the idea.

16. *take the bull by the horns:* To face a problem directly.

Sample sentence: Eliot Ness decided to *take the bull by the horns* and go after Al Capone.

17. *the lion's share:* The largest amount.

Sample sentence: Having planned the robbery, she demanded *the lion's share* of the loot.

18. *split hairs:* To make overly fine and fussy distinctions between words or ideas.

Sample sentence: Do we have to *split hairs* about the meaning of this word?

19. *off the beaten track:* Unusual, not ordinary.

Sample sentence: His projects are always *off the beaten track.* That's what makes them so interesting.

20. *rule with an iron hand:* Rule sternly, allowing no opposition.

Sample sentence: The old communist leadership still wanted to *rule with an iron hand,* but their day was past; the people would no longer tolerate it.

Directions: Fill in the blanks with the appropriate idiom.

1. She always liked to _____ by giving the punch line to my jokes.

2. They tried to _____ the governor's failures, but the panel continued to ask critical questions.

3. He was on _____ waiting for his blind date.

4. After Bill Clinton won votes by appearing on television talk shows, other candidates for public office _____ and did the same.

5. Author Nadine Gordimer has always refused to live in a(an) _____ and pretend that apartheid was not a cruel and inhuman system.

6. When her child began withdrawing, losing weight, and staying out late, she knew she had to read the _____. Her child was in serious trouble.
7. The performer _____ with his imitation of Madonna.
8. With so much office space going unrented, I guarantee you that building will be a _____.
9. The president has been _____ about his chances for reelection. One minute he's sure he'll win; the next minute he's just as sure he won't.
10. Demanding political reform is not just _____; we can make a difference.
11. The press tried to get the mayor to admit she was going to resign, but she refused to _____.
12. Having been a top-ranking movie star for a decade, he was understandably _____ over his failing career.
13. The body builder had received so many compliments on her physique, even her agent did not want to _____ and tell her she looked good.
14. The vice-president did most of the work, but somehow the president always got the _____ of the credit.
15. The scholars at the meeting started _____ over the meaning of the opening sentence.
16. Business school bored her, so she decided to do something that was _____. She became a beekeeper.
17. When management decided to cut their hours, the men and women in the union decided it was time to _____ and threaten a strike.
18. The architect thought his design was first-rate, but the board of directors _____ on the project.

19. On a personal level, she was charming and generous. But on a professional one, she tended to _____.

20. At this point, the government needs to _____ and work out a plan for national health care.

HANDOUT 2.6: CONTEXT CLUES AND WORD ANALYSIS TEST

Part A: Using Context

Directions*:* Each of the following sentences contains an italicized word you may not know. However, the context of the word should help you infer an approximate definition. Write that definition in the blank. Then identify the type of context clue that appears in the sentence by filling in the blank with one of these four letters: ***E*** (Example), ***C*** (Contrast), ***R*** (Restatement), and ***G*** (General Knowledge).

1. It's very *imprudent* to run up big credit card bills when you are not sure that you will have a job in six months.

   Definition: _____-

   Context Clue: _____

2. The assassin had the kind of *nondescript* appearance that allowed her to blend easily into a crowd; because there was nothing individual or special about her, nobody ever remembered seeing her.

   Definition: _____

   Context Clue: _____

3. Early in his career, the faith healer had been a *charlatan*, but after he became a born-again Christian, he changed his dishonest ways and never again made false claims about his ability to heal the sick.

   Definition: _____

   Context Clue: _____

4. One of the symptoms of the disease was a terrible *lassitude*; most of the time, she could barely find the strength to get out of bed.

   Definition: _____

Context Clue: _____

5. There is very little scientific proof for the *efficacy* of herbal medicines, yet many consumers don't care that there isn't much scientific evidence for herbs' effectiveness. They just assume that herbs are a part of nature and must be beneficial.

Definition: _____

Context Clue: _____

6. With the passage of time, the protesters grew increasingly *strident* in their demands; the more time that went by, the louder and more aggressive they became.

Definition: _____

Context Clue: _____

7. When doctors began prescribing the drug called Zeitung, they assumed that it would, like all drugs, have some side effects, but no one ever expected the side effects to be as *deleterious* as they turned out to be. At least 1,000 people experienced side effects that ranged from nausea and vomiting to permanent hair loss and facial twitches.

Definition: _____

Context Clue: _____

8. Multiple births were once considered an *anomaly*, but nowadays, they are becoming more and more common.

Definition: _____

Context Clue: _____

9. Fashion magazines make readers think that being thin is the norm, but most of us are a good deal more *corpulent* than those magazines suggest.

Definition: _____

Context Clue: _____

10. The manager of the computer company hired his nephew, niece, and grandmother to fill all of the new openings. He doesn't seem to realize that *nepotism* is frowned upon in the business world.

Definition: _____

Context Clue: _____

Part B: Context Clues and Word Analysis

Directions*:* Each of the following sentences contains one of the roots or prefixes listed. Each sentence also contains a context clue. Make use of both to determine the meanings of the italicized words.

1. Trans (Latin prefix) across, beyond
2. Vita (Latin root) life
3. Sequ (Latin root) follow, following
4. Sent, Sens (Latin root) feel
5. Ten, Tain (Latin root) hold, holding fast, extend
6. Pre (Latin prefix) before

11. In Shakespeare's play *Julius Caesar*, Caesar's wife has a *presentiment* about his death. She dreams that her husband is murdered. The next day, her dream becomes reality, and Caesar is assassinated.

Definition: _____

12. As an actress, she wasn't all that good, but she had the kind of charm and *vitality* that make for stardom.

Definition: _____

13. Great athletes are possessed of great talent, but just as important, they also possess spiritual *tenacity*. When the going gets rough, they dig a little deeper and refuse to give up.

Definition: _____

14. Franklin Delano Roosevelt, the thirty-second president of the United States, faced his greatest personal crisis in 1921. When Roosevelt was stricken by polio, his friends and family urged him to abandon his plans for a political career. But he insisted that he could *transcend* his illness to be an effective statesman; he would not let it defeat him.

Definition: _____

15. The first official attempt to *traverse* the Arctic began in 1881. The goal of the mission was to look for evidence of meteors. Three years after the group set out, seventeen of the original members were dead of cold and starvation. The remaining ones had to be rescued by boat.

Definition: _____

16. On a series of undercover missions, the CIA tried to discover the degree of antigovernment *sentiment*. Once the agency established the general feeling of the population, it would know whether or not the country was ready to explode as had been rumored.

Definition: _____

17. From a scientific standpoint, his position is simply not *tenable*. One cannot just take his word for it that he has personally spoken to people from other planets. In the world of science, taking the position that "my word is good enough" is not defensible.

Definition: _____

18. When the journalist first interviewed the congresswoman, she appeared to be a party hack who possessed absolutely no ideas of her own. But in their *subsequent* meetings, she seemed to come into her own. On several key issues, she differed from the party leadership and wasn't afraid to speak out.

Definition: _____

19. The waiter couldn't believe it when the elderly gentleman *tendered* him a fifty-dollar bill to pay for the soda.

Definition: _____

20. A mounting body of research makes it impossible to claim that animals lack all feeling. On the contrary, they are *sentient* beings who experience and express strong emotions.

Definition: _____

CHAPTER 3

LOOKING FOR SPECIFIC TOPICS AND GENERAL MAIN IDEAS

SUGGESTIONS FOR TEACHING CHAPTER 3

1. Many students have the misguided notion that all general statements or generalizations are bad, the result, perhaps, of comments on their compositions such as "too general," "be more specific," and "needs specific details." Emphasize that communication is most effective when the speaker or writer moves back and forth between general and specific levels of language.
2. Emphasize that skilled readers are always tracking the writer's movement from general to specific in order to understand the relationships between ideas. If an author, for example, offers many specific examples of one previous point and then introduces a much more general statement, it's more than likely that the author's train of thought is changing.
3. Chapter 3 introduces three basic explanatory patterns used in paragraphs. Ask students to bring in examples of all three drawn from any sources they choose, or else ask that everyone contribute examples to Google Docs.

Application 1

Create a file or a handout that mixes together several different examples of each explanatory pattern. Distribute to class members and ask them to label each paragraph according to the pattern. That would be **1.** for topic sentences at the beginning, **2.** for topic sentences in second position, and **3.** for topic sentences at the end.

4. Emphasize that different disciplines tend to favor certain patterns. Business texts, for example, use the "first sentence is the topic sentence" pattern very heavily, perhaps 80 percent of the time, whereas psychology texts make use of them but not nearly as heavily. History texts aren't especially fond of using topic sentences and lean toward main idea statements

that the reader has to pull together from a number of different sentences. Point out that *Reading for Results* will introduce main idea statements in Chapter 8.

5. Although different disciplines tend to favor different explanatory patterns, the same tends to be true of textbook authors. Tell students to notice if the authors of their texts favor any particular pattern. An opening question followed by a topic sentence is particularly popular, for instance, in psychology texts.

6. Already in this chapter, I would start to emphasize *that readers need to start building their version of the main idea as soon as they see the first sentence,* even if that first sentence is not the topic sentence.

7. Even at this early stage, I'd suggest you ask students to come up with the main idea first in their own words. Then ask them to find a topic sentence that fits the main idea they think makes sense based on their reading of the individual sentences.

Application 2

I'm a big fan of reciprocal reading, in which the teacher models the first few sentences or even an entire paragraph, telling students what each sentence contributes or adds to the one that came before. Then students alternate with the teacher to answers questions like this: What does this new sentence add to the one that came before? What does the reader know now that he or she didn't know prior to this sentence? Why does the writer think the reader needs to know this?

The form of the questions can vary. What matters is that the questions make student readers consider what each new sentence contributes to the one that came before.

SUPPLEMENTARY MATERIALS FOR CLASSROOM PRACTICE

3.1 General and Specific Sentences

3.2 General and Specific Sentences

HANDOUT 3.1: GENERAL AND SPECIFIC SENTENCES

Directions*:* Circle the letter of the more specific sentence.

1. a. That house looks very shabby and rundown.

b. The paint on that house is peeling all over.

2. a. Accidentally falling down in a public place is the kind of embarrassing moment that you never forget, no matter how much time goes by.

b. The things you most want to forget are precisely the things that return to haunt you.

3. a. Many states have instituted mandatory jail sentences for any driver convicted of driving while under the influence of alcohol.

b. Many states have begun to stiffen their penalties for drunk driving, and they no longer treat it as a trivial offense.

4. a. Elizabeth P. Peabody was a pioneer in U.S. education.

b. Elizabeth P. Peabody (1804–1894) founded the first kindergarten in the United States.

5. a. Most users of computers complain about eyestrain and headaches after hours of staring at a computer screen.

b. Computers have brought progress, but they have also brought problems.

6. a. Although in the late fifties, it had been advertised as a tranquilizer without side effects, thalidomide actually caused birth defects in thousand of babies.

b. When the tranquilizer thalidomide was put on the market in the late fifties, it was advertised as completely safe, but as it turned out, thalidomide was anything but safe.

7. a. Individual and institutional investors are the two types of investors who own stock in U.S. corporations.

b. Two types of stockholders own shares of stock in U.S. corporations.

8. a. More than one-third of all Americans are obese.

b. Obesity is a major health problem in the United States.

9. a. In 1990 Phil Sokolof, founder of the nonprofit National Heart Savers Association, publicly challenged one of America's biggest fast-food chains.

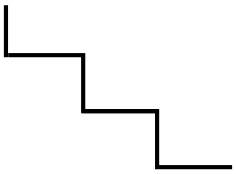
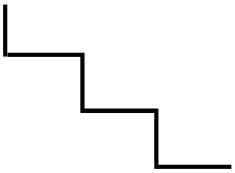
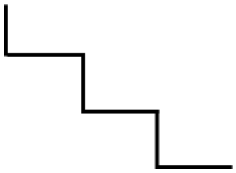
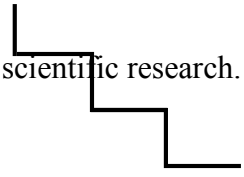
b. In 1990 Phil Sokolof paid for a full-page ad in several major U.S. newspapers; the ad claimed that McDonald's hamburgers were swimming in fat.

10. a. In 1997 two drops of the poisonous metal that Karen Wetterhahn was studying found their way onto her hands; two months later, Wetterhahn died of blood poisoning.

b. In 1997 chemistry professor Karen Wetterhahn died trying to discover the effects of poisonous metals on the human body.

HANDOUT 3.2: GENERAL AND SPECIFIC SENTENCES

Directions: Arrange the sentences on the rung so that the most general sentence is on the top and the most specific on the bottom.

1. a. The early American colonists borrowed words from the Native Americans. b. The early American colonists borrowed the names of plants and animals from the Native Americans they met. c. Americans have always borrowed from other languages.	
2. a. In the nineteenth century, antivivisectionists* demonstrated against the use of animals in research. b. The animal-rights movement has a long history. c. As early as the nineteenth century, people demonstrated in support of animal rights.	
3. a. The desert landscapes of Utah are unbelievably beautiful. b. The desert landscapes of Canyonlands National Park in Utah are breathtakingly beautiful c. Utah contains some of the loveliest scenery in the United States.	
4. a. Our attitudes toward childhood have changed over time.	

*antivivisectionists: people opposed to the cutting up of live animals for scientific research.