

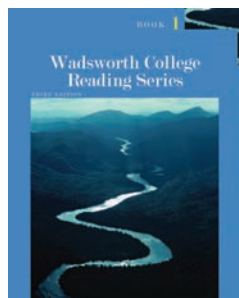


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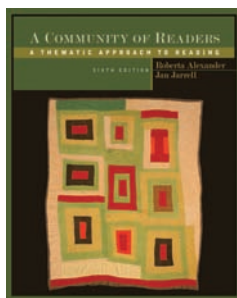
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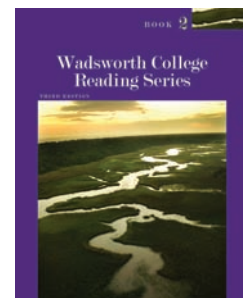
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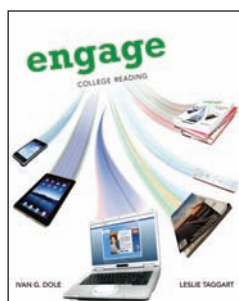
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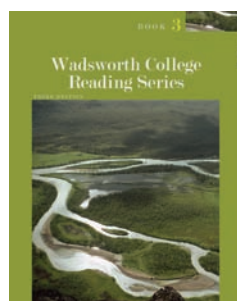
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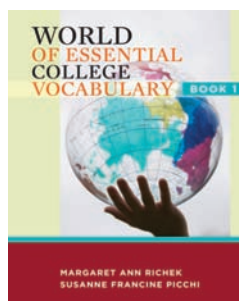
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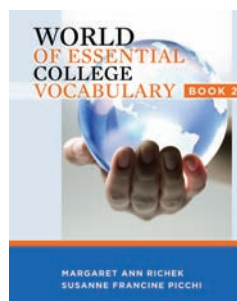
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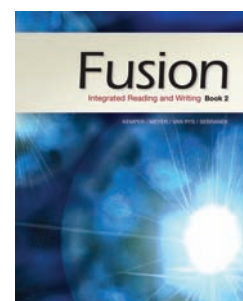
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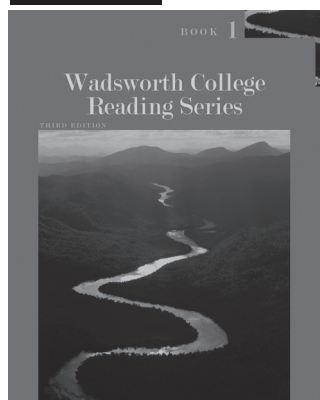


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Wadsworth College Reading Series: Book 1, 3rd Edition

Cengage Learning

The Wadsworth College Reading Series, 3rd Edition is a three-level series that uses a progressive, unified approach to improving students' reading comprehension and critical thinking skills—all at an affordable price! **Book 1** is the first book in the series and is designed for low-level (**5th to 8th grade**) reading courses. Each book in the series contains the same topics and content as other comparable textbooks, but for a third of the price.

Praised in previous editions by users across the country, the Third Edition of this innovative series contains additional features and support materials that will enhance students' abilities to become effective readers. The series follows a consistent sequence and structure, pairing skills and strategies with paragraphs and short selections to introduce new concepts in context. The readings represent a diverse range of sources, including textbooks, websites, and magazines; have been updated for currency and relevance to students' interest; and have been reviewed carefully to ensure appropriate instructional level reading.

Along with presenting the major reading skills—identifying the main idea, supporting details, implied main idea, transitions, patterns of organization, and others—the Third Edition introduces students to a world of reading strategies that enable them to practice good habits while reading. Strategies such as SQ3R, annotating, and note taking help students improve their comprehension and enable them to learn different strategies that will help them comprehend and analyze what they read. Each chapter covers skills and strategies in a consistent and clear manner.

The Third Edition was revised by Edith (Edy) Alderson, Joliet Junior College Professor Emeritus. After earning degrees in education from Illinois State University and reading from Northern Illinois University, Alderson spent over thirty years teaching reading. More than twenty years were devoted to teaching developmental reading at Joliet Junior College where she also served as Coordinator for Developmental Reading.

NEW TO THIS EDITION

- **Longer Reading Selections:** A choice of three longer reading selections in Chapters 2-8 allows students more practice reading longer pieces, as well as a greater diversity of material to read.
- **Longer Reading Selections from Career Area Textbooks:** At least one of the longer reading selections in Chapters 2-8 has been selected from career area textbooks such as fire science, law enforcement, computer technology, and sports medicine. Many students taking developmental reading courses today will pursue degrees in these career areas. These readings allow them to experience the actual textbook material from a career they may be considering. For students who are undecided in their career choice, these readings may inspire them to investigate a particular career.
- **Longer Biographical Reading Selections:** At least one of the longer reading selections in Chapters 2-8 is of biographical content. These biographies are selected to represent the great diversity of people that students may very well read about in their college courses and during their careers.
- **Streamlined Skill Explanations:** Skill explanations have been streamlined for greater ease of comprehension.
- **Updated Practice Materials:** Practice materials have been selected largely from career area textbooks. Students have authentic college text materials on which to practice their reading skills. These high interest materials have been carefully chosen to be at students' instructional reading level.
- **Reorganized Chapter Materials:** The reading strategy has been moved ahead of the reading selections. Students are encouraged to practice the chapter reading strategy on their choice of reading selections. Because there are multiple reading selections, students have the opportunity to practice the strategy several times. The chapter review has been moved to the end of the chapter. While most questions follow the cloze procedure format, questions in later chapters in the text require more thoroughly written answers.
- **Chapter Tests Now in the Instructor's Manual:** Chapter tests have been removed from the textbook to allow for greater security and validity for administering chapter assessments. The *Combined Skills Tests* for comprehensive assessment at the end of the textbook have also been removed for security and validity of results. All the tests are available in the Instructor's Manual and online.
- **Web Links:** Web links have been added to allow students additional instruction, and the interactive links will provide them with the opportunity for additional practice.



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*Each chapter begins with **Chapter Goals** and ends with **Chapter Review**.*

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Reading and Academic Success. Reading and Professional Success. Reading and Personal Success. "Man See No Dirt, Hear No Dirt, Clean No Dirt" Dave Barry. Reading and Better Thinking. How to Improve Reading Skills. Understand the Different Purposes for Reading. Develop Individual Reading Skills. Learn and Use Different Reading Strategies. How This Book Will Help You Improve. Goals of This Book. Organization and Features. Reading Strategy: Active Reading. Reading Selection: Website Selection, "Learning Styles and Maximizing Your Success in School." Web Link. Vocabulary Strategy: Using the Dictionary. Guide Words. Understanding a Dictionary Entry.

2. MAIN IDEAS

Pretest. General and Specific. General and Specific Sentences. Determining the Topic. Determining the Main Idea. The Topic Sentence. Locations of Topic Sentences. Topic Sentence as First Sentence. Topic Sentence as Second or Third Sentence. Topic Sentence in the Middle. Topic Sentence as Last Sentence. Topic Sentence as First and Last Sentence. Steps for Locating the Topic Sentence. Reading Strategy: Creating an Effective Reading Environment. Web Link. Reading Selections: Newspaper selection: "Is Gossip Beneficial or Harmful?" Dr. Offra Gerstein; Biography: "My Life" Golda Meir; Culinary Arts: "Foodservice at Sporting Events." Vocabulary Strategy: Synonyms.

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4. IMPLIED MAIN IDEAS.

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5. TRANSITIONS

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7. INFERENCES

Pretest. Inferences. Guidelines for Making Accurate Inferences. Reading Strategy: REAP. Web Links. Reading Selections: Biography: "Reggie Love: Personal Assistant to Barack Obama"; Sports Medicine: "Disordered Eating: Extreme Weight Control"; Newspaper Website: "Americans with Accents Judged Less Credible than Native Speakers." Vocabulary Strategy: Formal vs. Informal Language.

8. READING VISUAL AIDS

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Activate: College Reading

Ivan Dole | North Lake Community College

Leslie Taggart

Taking a holistic approach to developmental reading, **Activate: College Reading**, the first book in a three-book series, is written for introductory level (6th to 8th grade) reading courses. The other books in the series are **Connect: College Reading** (intermediate reading level, page 13) and **Engage: College Reading** (advanced reading level, page 14). **Activate: College Reading** guides students through a step-by-step approach to becoming stronger and more confident readers using skills they already possess. Employing popular media as a springboard, Dole and Taggart show students how the skills used when watching television or movies easily transfer to their reading. Reviewers have lauded the inclusion of varied, interesting readings that stimulate students' interest in reading and provide them with background knowledge they can use for future college courses.

KEY FEATURES

- **Application and Test** readings and accompanying marginal annotations help students to connect to the readings and build their vocabularies.
- **Read and Talk** readings and activities get students engaged in interesting selections, showing that reading can be an enjoyable activity.
- **Spotlight on Word Parts** features help students build their vocabulary continually by learning frequently used word parts, their meanings, and words that use them. Students get a chance to practice using the word parts with activities.
- **Spotlight on Inference** features help students make the connection between reading and making inferences at important junctures in learning reading skills.
- **Interactions** throughout the lessons give students opportunities to practice each skill incrementally.
- The **Review** feature that ends each section quickly sums up for students the key points they should be learning.
- **Aplia's** innovative and easy-to-use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

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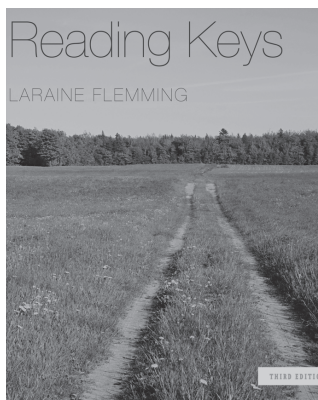
PART VII: MORE TIPS FOR READING AND TAKING TESTS



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Reading Keys, 3rd Edition

Laraine E. Flemming

Reading Keys—the first in a three-book reading series by Laraine Flemming is designed for **reading level 6-8** and offers a comprehensive introduction to reading skills and strategies, from using context clues to identifying purpose and bias. Clear, accessible explanations present reading concepts without oversimplifying the process of reading comprehension. To ensure students' understanding, reading "keys" or summaries follow the explanations, breaking them down into manageable chunks. Throughout each chapter, a steady progression of more difficult exercises assesses students' understanding of the material and promotes improved comprehension and critical-thinking skills. This incremental approach to instruction and assessment makes it easier for beginning readers to absorb and master new information. The third edition of this text offers even more engaging readings—Laraine Flemming's signature—as well as a focus on study skills, a new vocabulary feature, and a revised final chapter, "From Comprehension to Critical Reading." A complete technology package—including online homework and practice, and a package of PowerPoint® slides and tests for the instructor—provides students with dynamic learning opportunities and instructors with enhanced teaching options.

NEW TO THIS EDITION

- A new Chapter 1, "Getting Into a Textbook State of Mind," provides context for acquiring reading skills, with sections including "Learn How to Develop and Maintain Concentration," "Preview Your Assignments," and "Read Strategically."
- A new vocabulary feature helps students acquire and develop an academic vocabulary.
- New sample sentences, paragraphs, and longer readings on lively and contemporary topics, grab and maintain students' interest.
- Four new "Combining Your Skills" reading selections at the end of the text provide both textbook and high-interest readings.
- An appendix on using the dictionary has been updated to include the use of online dictionaries.

KEY FEATURES

- The text moves students from general reading strategies (in Chapter 1) and defining words in context through topics and main ideas, drawing inferences, and identifying patterns of organization.
- Each topic provides explanation and a "Reading Keys" summary, followed by numerous exercises, which provide immediate hands-on practice.
- End-of-chapter elements include a "Rounding Up the Keys" summary, "Ten Words for Your Vocabulary," a longer "Digging Deeper" reading selection with questions to develop analytical skills, and six to eight tests that measure students' comprehension.
- Frequent textbook selections prepare students for academic reading, bolstered by vocabulary boxes and features that encourage development of appropriate vocabulary.

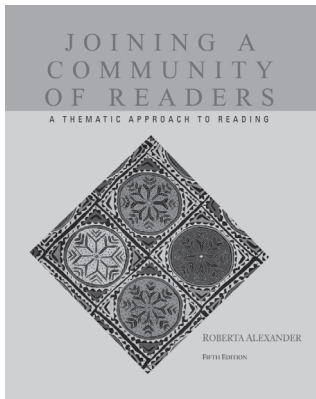
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Joining a Community of Readers: A Thematic Approach to Reading, 5th Edition

Roberta Alexander | *San Diego City College*

A contemporary thematic reader, *Joining a Community of Readers* is designed for **reading levels 6-10** and offers a holistic approach to developing reading skills and building schema. It maintains a constant focus on key skills while providing ample practice with shorter and longer readings. The real-life context for skill instruction engages students as they are able to stay with a single theme throughout each instructive unit. The author's PRO reading strategy (Prepare to Read, Read Actively and Reflect, and Organize to Learn) places an emphasis on pre-reading, active reading, and post-reading activities throughout the text and gets students applying the skills in the context of the reading process. Significant attention is given to vocabulary skills and finding the main idea and supporting details.

NEW TO THIS EDITION

- The Fifth Edition includes nine new readings.
- New interactive opening pages motivate students and promote thought-provoking and lively discussion.
- A focus on writing is realized through a new recurrent exercise that emphasizes the reading-writing connection. This new exercise encourages students to make connections by working collaboratively with other students and by relating reading content to their own experience and previous knowledge.
- Inspirational quotations from well-known personalities encourage students to have confidence in themselves and make the commitment to achieve their goals.
- New *Teaching Tips* in the margins of every chapter include useful suggestions for using internet resources to reinforce content, designing classroom and collaborative activities to encourage active learning, and assigning exercises that build on reading assignments.

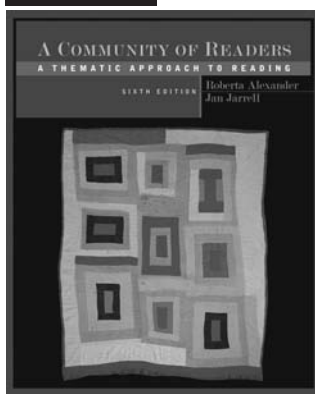
KEY FEATURES

- A holistic approach to reading that presents reading skills in the context of real-life issues helps students adapt reading and study strategies to all of their academic courses as well as to the workplace.
- Each chapter focuses on a single theme so that students can work with the ideas long enough to begin to understand and use the material in its complexity. This greater depth allows students to apply critical-thinking skills more effectively in class discussions, assigned writings, and collaborative activities.
- An "Organize to Learn" feature teaches students learning strategies and study skills, including how to organize their thoughts and classroom material.
- "Language Tips" offer useful notes on reading and language issues that are especially helpful for non-native English speakers.
- End-of chapter review material includes a "Putting It Together" chart that graphically summarizes the skills the chapter has introduced, a skills review activity, writing assignments, post-reading activities for further group work, and a web-based activity.
- Two mastery tests in each chapter give students further opportunities to master skills and to evaluate their progress. In addition, cumulative mastery tests at the back of the book assess all the core skills in the book. They can be used as pre- and post-test instruments to measure student progress or for student practice at the end of the term.

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6. Working with Main Ideas and Supporting Details: Television in Our Society	A Reader's Toolkit

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A Community of Readers: A Thematic Approach to Reading, 6th Edition

Roberta Alexander | *San Diego City College*
Jan Jarrell | *San Diego City College*

Focused on interesting, contemporary themes, **A Community of Readers** is designed for **reading levels 8-10** and teaches college level reading skills through readings from textbooks and from authors who write about real life issues that engage students. **A Community of Readers**, the second of two books in the Alexander reading series, offers guided, detailed instruction on all steps in the reading and learning process: reading, discussing and reflecting, writing, and critical thinking. The authors use a unique system to teach the reading process called PRO (Prepare to Read, Read Actively and Reflect, and Organize to Learn), which gives students a concrete learning process to follow. Each chapter introduces a key reading skill (e.g., identifying main ideas, building vocabulary, understanding inferences) and focuses on one theme. This thematic organization helps students develop schema while improving their reading skills.

The Sixth Edition maintains the focus on student participation in the classroom community and covers basic to high level reading skills, including examining fact and opinion, understanding bias, and thinking critically.

NEW TO THIS EDITION

- Heightened emphasis on critical thinking as a reading skill is integrated throughout the book, culminating in a refocused final chapter.
- Chapter 8 has an entirely new theme—crime and punishment—and the pedagogy has been trimmed and recast to focus squarely on critical thinking and the process of reaching well informed opinions.
- Ten new readings keep the issues and themes contemporary.
- An entirely new design makes the book more accessible and adds the interest of full color.
- Aplia's innovative and easy-to-use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

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2. Working with Words: Living with Technology

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Reading 1, "Lizzie Borden, Murderer," by James Kirby Martin et al. Critical Thinking. Reading Skills. Reader's Tip: Fallacies. Key Questions for Critical Thinking. Reading 2, "End the War on Pot," by Nicholas Kristoff. Reading 3, "One in a Hundred," by The Pew Charitable Trusts. Chapter Review. Mastery Test 8A, "The Falsely Accused on Death Row," by Missy Gish.

Additional Mastery Tests

Mastery Test 1B, "What Is Collaborative Learning?" by Toni Haring Smith. Mastery Test 2B, "A Ring Tone Meant to Fall on Deaf Ears," by Paul Vitello. Mastery Test 3B, "Eating: Why We Do It When We do," by Douglas A. Bernstein and Peggy W. Nash. Mastery Test 4B, "A Personal Stress Survival Guide," by Dianne Hales. Mastery Test 5B, "Sociological Perspectives on Urbanization and City Life," by Alex Thio. Mastery Test 6B, "The Men We Carry in Our Minds," by Scott Russell Sanders. Mastery Test 7B, "Rage," by Martin Espada. Mastery Test 8b, "Drug Abusing Mothers-to-Be: Are They Criminals?" by Danuta Bukatko and Marvin W. Daehler.

Cumulative Mastery Tests

Cumulative Mastery Test A, "The Pill," by Paul S. Boyer, Clifford E. Clark, Jr., Joseph F. Kett, Neal Salisbury, Harvard Sitkoff, and Nancy Woloch. Cumulative Mastery Test B, "The National Eating Disorder," by Jamal Jackson.

PART II: A READER'S TOOLKIT

1. Reading Visual Aids

Maps. Graphs. Pie Charts.

2. Note Taking: The Cornell Note-Taking System

Record. Reduce. Reflect. Recite. Review. Use the Cornell Method.

3. Test Taking

Overcome Test Anxiety. Anticipate Test Questions. Follow Directions. Understand the Types of Questions. Objective Questions. Essay Questions. Vocabulary Clues for Test Taking. In Objective Questions. In Essay Questions.

4. Writing Tips for Readers

5. Evaluating and Navigating Websites

Source. Who Is Giving You the Information? Should You Trust the Author? Currency. How Current Is the Site That Is, Is the Information Kept Up To Date? Usefulness. How Useful Is the Site? The Elements of a Website.

6. Reader Response Journals

7. Reading Circles

Get Organizing. Reading Circle Meetings. Final Presentation (Optional). Role Assignment Sheets. Summarizer. Discussion Leader. Passage Selector. Researcher/Connector. Illustrator. Vocabulary Finder. Anonymous Reading Circle Evaluations (Sample).

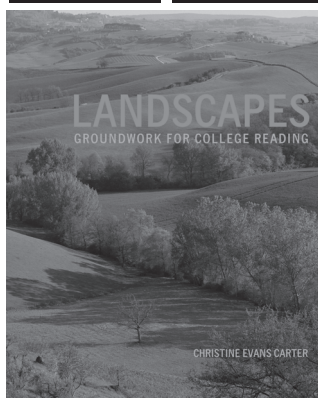
8. Poster Sessions.

Preparing Your Topic. Preparing Your Poster. Content. Visual Appearance. Preparing Your Oral Presentation. Giving Your Presentation. Poster Session Peer Evaluations. How Poster Sessions Are Graded.

9. Suggested Reading for Book Projects

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Landscapes: Groundwork for College Reading

Christine Evans Carter | *St. Louis Community College at Meramec*

This comprehensive college reading preparatory text (**spanning grade levels 8-10**) takes a metacognitive approach and focuses on how the brain processes information, often referred to as brain-based learning. Since metacognition can best be understood as “thinking about thinking,” the text presents new information with written “think alouds” to model the thought process involved in applying skills and strategies to reading passages. Based on the premise that the brain learns best through organization of information, the text presents the recognition of text structure and organization as a fundamental skill—one that is especially important for students who have limited prior knowledge of a subject. This focus on text structure provides a scaffold onto which developmental level readers can apply new knowledge. Information is presented in a carefully crafted sequence that builds upon prior knowledge and expands understanding of skills and strategies in a recursive manner.

The knowledge of how we learn, the focus of the first chapter, permeates the text and informs the selection of strategies and skills to be introduced and mastered in a specific order. In addition, learning is treated as incremental, with the reader gradually taking more responsibility with each new chapter. While each chapter emphasizes carefully selected reading skills and strategies, thematic content for each chapter establishes solid background knowledge of and interest in the subject matter. Specific and relevant study skills and vocabulary skills are integrated within each chapter as well.

KEY FEATURES

- The text’s unique chapter organization is built on a framework of brain-based learning.
- Themes applied to each chapter act as a way to build schema and prior knowledge.
- *Reading Study Skills* and *Vocabulary Skills*—significant areas of concern for developmental readers—are integrated into every chapter in a meaningful way that relates to the reading topic at hand.
- Varied practice throughout the book includes the *Thinking It Through* feature, which models a newly learned skill so that students can see and practice in a non-threatening environment, and the *On Your Own* feature, which then challenges students to apply the skill without guidance.
- *Applications* at the end of each chapter provide marginal support and prompt students to practice all the different skills learned in the chapter.
- Two authentic college textbook chapters allow students to apply their newfound reading skills to an actual textbook chapter. These chapters build on the themes students read about throughout the book.
- Because readings tend to focus on hard sciences and more technical vocabulary, the book is ideal for healthcare or science-based reading courses.
- Aplia’s innovative and easy to use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

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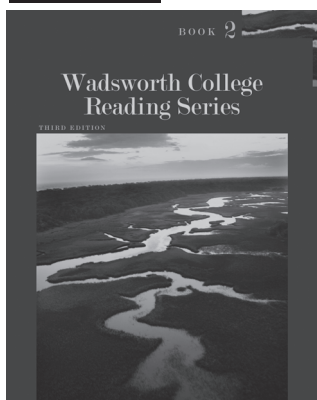
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Wadsworth College Reading Series: Book 2, 3rd Edition

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The **Wadsworth College Reading Series, 3rd Edition** is a three level series that uses a progressive, unified approach to improving students' reading comprehension and critical thinking skills—all at an affordable price! **Book 2** is the second book in a three level series and is designed for mid level (**8th to 10th grade**) reading courses. Each book in the series contains the same topics and content as other comparable textbooks, but for a third of the price.

Praised in previous editions by users across the country, the Third Edition of this innovative series contains additional features and support materials that will enhance students' abilities to become effective readers. The series follows a consistent sequence and structure, pairing skills and strategies with paragraphs and short selections to introduce new concepts in context. The readings represent a diverse range of sources, including textbooks, websites, and magazines, have been updated for currency and relevance to students' interest, and have been reviewed carefully to ensure appropriate instructional level reading.

Along with presenting the major reading skills—identifying the main idea, supporting details, implied main idea, transitions, patterns of organization, and others—the Third Edition introduces students to a world of reading strategies that enable them to practice good habits while reading. Strategies such as SQ3R, annotating, and note taking help students improve their comprehension and enable them to learn different strategies that will help them comprehend and analyze what they read. Each chapter covers skills and strategies in a consistent and clear manner.

NEW TO THIS EDITION

- **Longer Reading Selections:** A choice of three longer reading selections in Chapters 2-8 allows students more practice reading longer pieces as well as a greater diversity of material to read.
- **Longer Reading Selections from Career Area Textbooks:** At least one of the longer reading selections in Chapters 2-8 has been selected from career area textbooks such as fire science, law enforcement, computer technology, and sports medicine. Many students taking developmental reading courses today will pursue degrees in these career areas. The readings allow them to experience the actual textbook material from a career they may be considering. For students who are undecided in their career choice, these readings may inspire them to investigate a particular career.
- **Longer Biographical Reading Selections:** At least one of the longer reading selections in chapters 2-8 is of biographical content. These biographies are selected to represent the great diversity of people that students may very well read about in their college courses and during their careers.
- **Streamlined Skill Explanations:** Skill explanations have been streamlined for greater ease of comprehension.
- **Updated Practice Materials:** Practice materials are now largely selected from career area textbooks. Students have authentic college text materials on which to practice their reading skills. These high interest materials have been carefully chosen to be at students' instructional reading level.
- **Reorganized Chapter Materials:** The reading strategy has been moved ahead of the reading selections. Students are encouraged to practice the chapter reading strategy on their choice of reading selections. Because there are multiple reading selections, students have the opportunity to practice the strategy several times. The chapter review has been moved to the end of the chapter. While most questions follow the cloze procedure format, questions in later chapters in the text require more thoroughly written answers.
- **Chapter Tests Now in the Instructor's Manual:** Chapter tests have been removed from the textbook to allow for greater security and validity for administering chapter assessments. The *Combined Skills Tests* for comprehensive assessment at the end of the textbook have also been removed for security and validity of results. All the tests are available in the Instructor's Manual and online.
- **Web Links:** Web links have been added to allow students additional instruction and the interactive links will provide them with the opportunity for additional practice.



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Each chapter begins with **Chapter Goals** and ends with **Chapter Review**.

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2. MAIN IDEAS

Pretest. General and Specific. Determining the Topic. Determining the Main Idea. The Topic Sentence. Locations of Topic Sentences. Topic Sentence as First Sentence. Topic Sentence in the Middle. Topic Sentence as Second or Third Sentence. Topic Sentence as Last Sentence. Topic Sentence as First and Last Sentence. Steps for Locating the Topic Sentence. Topic Sentences That Cover More Than One Paragraph. Reading Strategy: Creating an Effective Reading Environment. Web Link. Reading Selections: Biography: "Boy Wonder: Mark Zuckerberg and the Beginning of Facebook"; Textbook Reading: Hospitality: "An Age Old Industry"; Textbook Reading: College Success: "Coping with Procrastination," Rebecca Moore, Barbara Baker, and Arnold S. Packer. Vocabulary Strategy: Synonyms. Reading Visuals: Tables.

3. SUPPORTING DETAILS, MAPPING, AND OUTLINING

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6. PATTERNS OF ORGANIZATION.

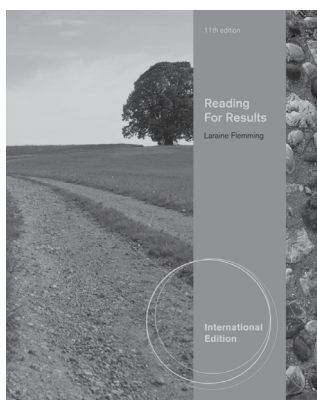
Pretest. Topic Sentences. List. Sequence. Cause/Effect. Comparison/Contrast. Definition. Combination of Patterns. Reading Strategy: Taking Notes. Web Links. Reading Selections: Biography: "Clara Barton: Founder of the American Red Cross"; Textbook Reading: Fashion Design: "Fashion Emphasis, 2000– Present: You Make the Call!"; Newspaper Reading: Health: "Women React to Pain Differently Than Men," Rita Rubin. Vocabulary Strategy: The Example Context Clue. Reading Visuals: Line Graphs.

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Pretest. Distinguishing Fact from Opinion. Informed vs. Uninformed Opinion. Connotation and Denotation. Purpose. Purpose: To Entertain. Purpose: To Inform. Purpose: To Persuade. Bias. Recognizing Bias. Logical Fallacies. Fallacies Related to a Lack of Sound Evidence. A Fallacy That Takes the Form of a Personal Attack. Fallacies That Appeal to What Other People Believe. Deciding for Yourself. Reading Strategy: REAP. Web Links. Reading Selections: Biography: "Howlin' Wolf: Booming Voice of The Blues"; Textbook Reading: Agriculture: "Kefa Village in Eastern Zambia"; Newspaper Reading: Health: "Pill Popping Replaces Healthy Habits." Vocabulary Strategy: Formal vs. Informal Language. Reading Visuals: Maps.



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Reading for Results, International Edition, 11th Edition

Laraine E. Flemming

Reading for Results is the mid-level text (8th -10th grade) in the ever-popular reading series by Laraine Flemming, which includes **Reading Keys** (beginning level, page 4) and **Reading for Thinking** (advanced level, page 20). This hallmark developmental reading text is filled with stimulating readings that range in length from single paragraphs to textbook excerpts. Chapters and explanations are carefully structured so that each skill builds on the previous one until students are ready to tackle longer, multi-paragraph selections. By Chapter 11, "More on Purpose, Tone, and Bias," students are ready to think about the basic structure of an argument and lay the foundations for critical thinking.

KEY FEATURES

- This edition's beautiful full-color design enhances student understanding.
- Chapter 7, "Drawing Inferences from Visual Aids," includes thorough coverage of interpretation of charts and graphs (formerly included in an appendix), with opportunities for practice and end-of-chapter quizzes.
- Chapter 1, "Strategies for Textbook Learning," shows how underlining, annotating, diagramming, outlining, and note-taking are incorporated into the SQ3R study system.
- Chapter 4, "From Topics to Topic Sentences," describes a new step-by-step system for paraphrasing, and more exercises ask for paraphrased answers. Chapter 4 also introduces a new system for discovering paragraph topics.
- Chapter 9, "Recognizing Patterns of Organization in Paragraphs," includes a new section on the simple listing pattern and differentiates it from the classification pattern.
- Over two hundred new words, many drawn from academic texts, are introduced in context and defined in footnotes, and new "Vocabulary Check" boxes periodically review words learned in previous passages.
- A new "Summing Up the Key Points" box after each chapter section and a brief "Check Your Understanding" quiz a few pages further on utilize a "review and recall" format that has been shown to aid study and retention.
- Aplia's innovative and easy-to-use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

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Connect: College Reading

Ivan Dole | North Lake Community College
Leslie Taggart

Connect: College Reading, the second book in a three-book series, is written for **intermediate reading level (8th to 11th grade)** courses. The other books in the series are **Connect: College Reading** (introductory reading level, page 3) and **Engage: College Reading** (advanced reading level, page 14). **Connect: College Reading** motivates students to improve their reading comprehension by focusing on what they already know. This success-driven strategy empowers students to identify and draw on their strengths no matter what their learning style may be—in fact, visually and aurally oriented students are uniquely supported through an online Resource Center featuring a range of interactive learning opportunities.

KEY FEATURES

- The text begins with a “Prep Reading” that guides students through their first reading. The readings are supported by vocabulary help within the text, as well as audio and video support on the accompanying Resource Center.
- The authors teach students a variety of proven techniques designed to help them master college-level reading skills, including the MAPPS reading strategy and the EASY vocabulary strategy.
- Each end-of-chapter reading includes “Critical-Thinking Level” questions that target all six levels of Bloom’s taxonomy to get students in the practice of using the levels and broadening their ideas. These questions force students to identify why they chose their answer and what proof they have that their answer is the correct one.
- Throughout the chapter, students encounter a range of reading pedagogy. The “Pre-Reading the Selection” apparatus helps prepare students to read, gets them to connect their prior knowledge, and provides them with any cultural literacy knowledge they might need. “Reading Journal” and vocabulary prompts during reading help students find the meaning in each paragraph and guide them through unknown vocabulary. Finally, the post-reading apparatus targets comprehension, critical thinking, and vocabulary retention.
- Aplia’s innovative and easy to use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

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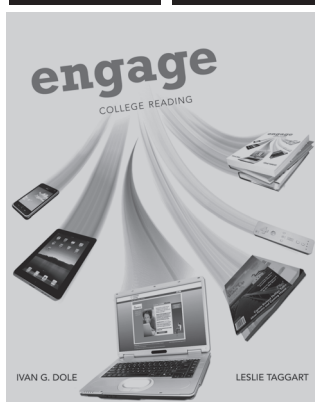
9. Distinguishing Fact and Opinion
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 11. Evaluating the Author’s Reasoning and Evidence
 12. Applying Your Critical Reading Skills Online
- Appendix: A Guide to Reading Novels



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available. See page 32 for
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Engage: College Reading

Ivan Dole | *North Lake Community College*

Leslie Taggart

Taking a holistic approach to developmental reading, **Engage: College Reading** is the third book in a 3-book series, covering **reading levels grades 10-12**. It guides students through a stepped and incremental approach, activating background or prior knowledge as many of the skills students need to become critical readers are skills they already possess and use on a daily basis. Often using popular media as a springboard, Dole and Taggart show students how the skills used when watching television or movies can easily transfer to their academic reading. In this third book, **Engage** offers a much greater emphasis on critical thinking, academic reading, and reading for careers. Reviewers have lauded the inclusion of varied, interesting readings that stimulate students' interest in reading and provide them with background knowledge needed for the most popular college courses.

KEY FEATURES

- **Read and Talk** readings and activities open each chapter and get students engaged in an interesting reading so that they can see that reading can be something enjoyable.
- **Interactions** throughout the chapters give students the opportunity to practice each skill incrementally.
- **Engage Your Skills** and **Master Your Skills** sections allow students to further practice and test their knowledge of skills presented in the chapters.
- The **Section Review** that ends each major section within a chapter gets students in the habit of looking critically at structure of textbooks by way of visual maps that they have to fill out. This practice will help students navigate more difficult academic textbooks in the future.
- A chapter-ending **Focus On** section focuses on a specific academic discipline, such as criminal justice, health sciences, and communications, and is accompanied by two readings from that discipline: a **College App** from a college textbook and a **Career App** from a popular source show the real-life application of the discipline so students can make connections to future careers.
- **Comprehension questions** follow the readings and allow students to practice higher level critical thinking.
- A culminating activity, **Your App**, gives students the opportunity to further explore the academic discipline using an engaging activity provided by the authors.
- Aplia's innovative and easy-to-use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

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Significance. Improving Your Reading Rate. Chunking. INTERACTION 1-13: Chunking Practice. Your Reading Rate Is Based on Your Reason for Reading. What Your Reading Purpose Is. How Complex the Material Is. Your Prior Knowledge. Your Interest in the Material. Chapter Summary Activity. Engage Your Skills. Master Your Skills. Focus on Communications. College Communications App: "Celebrity Endorsements" from Creative Strategy in Advertising, 10e, pp. 12-16. Career Communications App: "Today's Generations Face New Communication Gaps" by Denise Kersten.

2. Expanding Your Vocabulary

Read and Talk: "CNN Reporter Sanjay Gupta Becomes Part of the Story in Haiti." Define Words as You Read Using Context Clues. Find Context Clues While Reading. Recognize Four Kinds of Context Clues. INTERACTION 2-1: Identifying Meaning Using Example Context Clues. Signal Words May Not Be Present. INTERACTION 2-2: Identifying Examples with No Signal Words. INTERACTION 2-3: Identifying Meaning Using Contrast Signal Clues. INTERACTION 2-4: Identifying Meaning Using Comparison Signal Clues.

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3. Identifying Topics and Main Ideas

Read and Talk: “Breaking Out: Our School System’s Success with Autistic Children.” MAPPS: A Reading Plan. Marking the Answers to Your Questions. What Is the Reading About? The Topic. INTERACTION 3 –1: Identifying the Topic of a Paragraph. INTERACTION 3 –2: More on Identifying the Topic of a Paragraph. INTERACTION 3 –3: Identifying the Topic of a Paragraph in Longer Selections. What Is the Point of the Reading? The Main Idea. INTERACTION 3 – 4: Finding the Topic Sentence of a Paragraph. INTERACTION 3 –5: More on Finding the Topic Sentence of a Paragraph. INTERACTION 3 – 6: More on Finding the Topic Sentence of a Paragraph. Location of the Topic Sentence: Anywhere. INTERACTION 3 –7: Finding the Topic Sentence. Thesis Statements in Textbook Sections. INTERACTION 3 – 8: Identifying Thesis Statements in a Textbook Section. Chapter Summary Activity. Engage Your Skills. Master Your Skills. Focus on Education. College Education App: “Technology and Learning” from So You Want to Be a Teacher? Career Education App: “School Texts :(: Educators Differ on How to Handle Cell Phones in Classrooms” by Joanie Baker.

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7. Inferring Meaning from Details

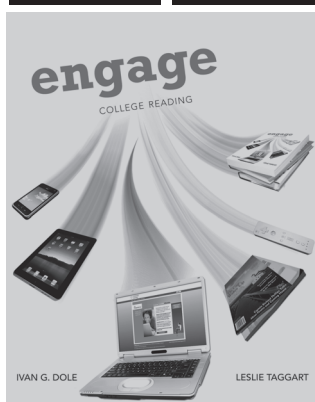
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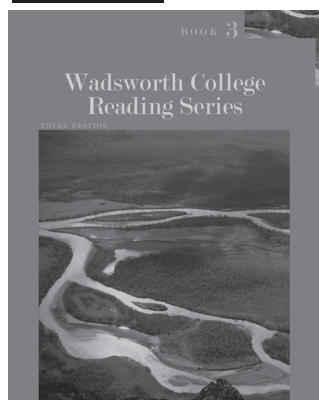
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The **Wadsworth College Reading Series, 3rd Edition** is a three-level series that uses a progressive, unified approach to improving students' reading comprehension and critical thinking skills—all at an affordable price! Book 3 is the third book in the series and is designed for high level (**10th to 12th grade**) reading courses. Each book in the series contains the same topics and content as other comparable textbooks, but for a third of the price.

Praised in previous editions by users across the country, the Third Edition of this innovative series contains additional features and support materials that will enhance students' abilities to become effective readers. The series follows a consistent sequence and structure, pairing skills and strategies with paragraphs and short selections to introduce new concepts in context. The readings represent a diverse range of sources, including textbooks, websites, and magazines, have been updated for currency and relevance to students' interest, and have been reviewed carefully to ensure appropriate instructional level reading.

Along with presenting the major reading skills—identifying the main idea, supporting details, implied main idea, transitions, patterns of organization, and others—the Third Edition introduces students to a world of reading strategies that enable them to practice good habits while reading. Strategies such as SQ3R, annotating, and note taking help students improve their comprehension and enable them to learn different strategies that will help them comprehend and analyze what they read. Each chapter covers skills and strategies in a consistent and clear manner.

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- **Longer Reading Selections:** A choice of three longer reading selections in Chapters 2-8 allows students more practice reading longer pieces, as well as a greater diversity of material to read.
- **Longer Reading Selections from Career Area Textbooks:** At least one of the longer reading selections in Chapters 2-8 has been selected from career area textbooks such as fire science, law enforcement, computer technology, and sports medicine. Many students taking developmental reading courses today will pursue degrees in these career areas. These readings allow them to experience the actual textbook material from a career they may be considering. For students who are undecided in their career choice, these readings may inspire them to investigate a particular career.
- **Longer Biographical Reading Selections:** At least one of the longer reading selections in chapters 2-8 is of biographical content. These biographies are selected to represent the great diversity of people that students may very well read about in their college courses and during their careers.
- **Streamlined Skill Explanations:** Skill explanations have been streamlined for greater ease of comprehension.
- **Updated Practice Materials:** Practice materials are now largely selected from career area textbooks. Students have authentic college text materials on which to practice their reading skills. These high interest materials have been carefully chosen to be at students' instructional reading level.
- **Reorganized Chapter Materials:** The reading strategy has been moved ahead of the reading selections. Students are encouraged to practice the chapter reading strategy on their choice of reading selections. Because there are multiple reading selections, students could possibly practice the strategy several times. The chapter review has been moved to the end of the chapter. While most questions follow the cloze procedure format, questions in later chapters in the text require more thoroughly written answers.
- **Chapter Tests Now in the Instructor's Manual:** Chapter tests have been removed from the textbook to allow for greater security and validity for administering chapter assessments. The *Combined Skills Tests* for comprehensive assessment at the end of the textbook have also been removed for security and validity of results. All the tests are available in the Instructor's Manual and online.
- **Web Links:** Web links have been added to allow students additional instruction, and the interactive links will provide them with the opportunity for additional practice.



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2. MAIN IDEAS

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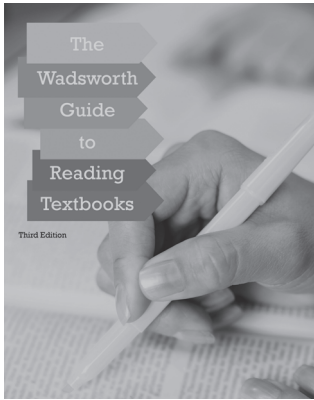
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The Wadsworth Guide to Reading Textbooks, designed for **reading levels 10-12**, highlights key skills and strategies required to successfully read college-level materials. Part One describes elements that often appear in textbooks, such as definitions, visual aids, and charts. Part Two examines how to deal with distractions, manage time, take notes, and read critically. In Part Three, students apply what they have learned to five short selections from various college disciplines. Part Four features four full-length textbook chapters from actual business, physical sciences, history, and sociology texts.

NEW TO THIS EDITION

- A full-length sociology textbook chapter now appears in Part IV; an updated section from a Management textbook appears in Part III.
- *Chapter Objectives* now appear at the beginning of each chapter.
- A space is now included on each exercise page for students to write their names.
- A new section on skimming and scanning has been added to the "Speed Reading and Efficient Reading" section.
- Additional information on active reading has been added.

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PART II: STRATEGIES FOR READING COLLEGE TEXTBOOKS

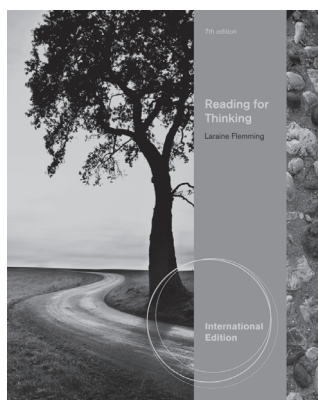
Your Physical Reading Environment. Dealing with Distractions. Time Management. The Reading Process. More Active Reading Techniques. "Speed" Reading and Efficient Reading. Critical Reading. Language and Learning.

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Reading for Thinking, International Edition, 7th Edition

Laraine E. Flemming

Incorporating a wealth of practice exercises and high-interest readings, *Reading for Thinking, 7th Edition*, designed for **reading levels 10-12+**, focuses on improving reading skills at the “micro-level” and moving on to the “macro-level.” Over half of the book is devoted to evaluating, drawing inferences, and identifying tone, bias, and purpose. The Seventh Edition continues to focus on developing students’ comprehension and critical-thinking skills. Flemming uses a carefully designed sequence of explanations and exercises that allows students to approach critical reading as a natural extension of essential comprehension skills, rather than a discrete set of new strategies. Armed with the ability to both analyze and evaluate a writer’s work, students apply those twin intellectual tools to Flemming’s trademark high-interest readings to determine purpose, analyze evidence, detect bias, recognize tone, and compare opposing points of view. Vocabulary quizzes have been added to each chapter.

KEY FEATURES

- An attractive full-color design enhances student understanding.
- Reorganized and revised chapters include enhanced information about reviewing the essentials of paragraphs, summarizing, and synthesizing sources.
- Vocabulary exercises reinforce new words presented within readings and exercises.
- Coverage of Topic, Patterns of Organization, Academic Success, Vocabulary Building, Paragraph Essentials, Outlining and Summarizing, Inference, Synthesizing Sources, Fact vs. Opinion, Purpose and Tone, and Analyzing Arguments provide students with targeted instruction.
- Diagrams in Chapter 4 provide visual models of patterns. An increased emphasis on interpretation of visuals (graphs, charts, and websites) throughout the text promotes visual literacy and proficiency.
- Aplia’s innovative and easy-to-use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

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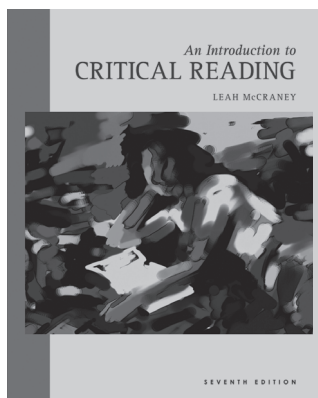
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An Introduction to Critical Reading, 7th Edition

Leah McCraney | University of Alabama at Birmingham

This unique college reading text for **reading levels 10-13** allows students to appreciate the classics. **An Introduction to Critical Reading, Seventh Edition** gives students experience reading and evaluating poetry, short stories, essays, and textbook chapters. Students will not only learn to enjoy literature, but they'll also learn what qualities make literature great. Seventy-eight selections, chosen to help students develop critical-reading skills, provide students with a diverse range of both classic and contemporary authors, including E.A. Robinson, Eudora Welty, E.E. Cummings, Amy Tan, Shirley Jackson, Cathy Song, and Andrew Hudgins. The Seventh Edition is expanded with new reading selections, and an innovative Instructor's Manual provides a wealth of teaching ideas and background material on each piece, while focusing on critical thinking.

KEY FEATURES

- **New literary selections** include short stories from Chimamanda Ngozi Adichie, Tobias Wolff, and Judy Budnitz, new essays from authors Kate Schmidt, William Chambliss, and Cindy Ross Scope, and eight new poems from poets such as Julia Alvarez, Billy Collins, and Sekou Sundiata.
- **New textbook chapters** from *The American Past: A Survey of American History* and *SOC* present students with the types of readings they will encounter in their college courses.
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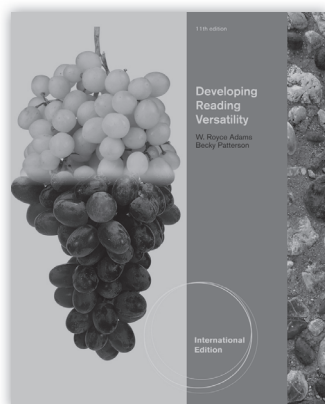
Hurston, The Gilded Six-Bits. Kurt Vonnegut, Jr., Harrison Bergerson. Andre Dubus, The Fat Girl. Gish Jen, What Means Switch. Sherman Alexie, What You Pawn I Will Redeem. Chimamanda Ngozi Adichie, Cell One. William Faulkner, A Rose for Emily. Joyce Carol Oates, Life After High School. Ernest Hemingway, Hills Like White Elephants. John Steinbeck, The Chrysanthemums.

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Dick Gregory, Shame. George Orwell, A Hanging. Nicholas Bramble, Fifth Period Is Facebook. Doug Fodeman and Marje Monrow, The Impact of Facebook on our Students. Larry Magid, Teen 'Sexting': Stupid and Illegal. Michael Dillingham, Steroids, Sports and the Ethics of Winning. Kate Schmidt, Just Say Yes to Steroids – Learn, Make Better Choices. Kurt Weisenfeld, Making the Grade. Alton Fitzgerald White, Right Place Wrong Place. Amy Tan, Mother Tongue. Ann Coulter, Disgusting Doesn't Make It "Speech." Leonard Pitts, Should a Man Be Put in Jail for What He's Thinking? Cindi Ross Scope, Every Choice Has Its Consequences. Cynthia Fox, Starved Out. Deborah Gregory, Heavy Judgment: A Sister Talks about the Pain of "Living Large." Nancy Gibbs, When Is It Rape? Judith Ortiz Cofer, The Myth of the Latin Woman: I Just Met a Girl Named Maria. William J. Chambliss, The Saints and the Roughnecks.

PART IV: TEXTBOOK CHAPTERS

Joseph R. Conlin, Presidency in Crisis, from *The American Past: A Survey of American History*. Nijole V. Benokraitis, Culture, from *SOC*.



384 pages | Paperbound
8-1/2 x 11 | 2-color | ©2011
978-0-495-89882-5 (International Ed)

Developing Reading Versatility, International Edition, 11th Edition

W. Royce Adams | *Santa Barbara City College, Emeritus*

Becky Patterson

Developing Reading Versatility is written for the upper-level reading course (**grade levels 9-12**). This classic text offers students a comprehensive skills-strategies approach to reading that takes them from basic vocabulary development all the way through critical comprehension skills. The text offers a range of readings and exercises designed to help students meet any academic challenge and maximize both their efficiency and effectiveness as readers and students. From the development of study skills to using the Internet effectively to learning to evaluate textbook-style readings, **Developing Reading Versatility** offers students all the tools they need—as well as practice using them—to become successful college students.

KEY FEATURES

- Vocabulary checks at the end of each chapter familiarize students with words that they should know to successfully complete academic reading assignments at the college level.
- Pro and con essays in the critical comprehension section helps students develop the skills to recognize the strengths and weaknesses of different arguments and analytical styles.
- Exercises in three progressive areas—literal, critical, and affective comprehension—give students the chance to gradually build their reading and analytical skills.
- Numerous comprehension and vocabulary questions and exercises throughout the text help reinforce the material and build students' reading confidence.
- Updated information on the Internet and the effective use of search engines is paired with Internet activities that give students the opportunity to develop their online research skills.

TABLE OF CONTENTS

UNIT ONE: LITERAL COMPREHENSION

1. Developing Vocabulary Skills
2. Developing Literal Recall
3. Developing Study Reading Strategies

UNIT TWO: CRITICAL COMPREHENSION

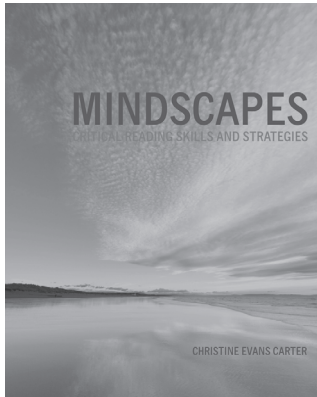
4. Distinguishing Fact from Opinion
5. Recognizing Tone, Figurative Language, and Point of View

6. Recognizing Inferences, Drawing Conclusions, and Evaluating Arguments

7. Developing Computer Reading Skills

UNIT THREE: AFFECTIVE COMPREHENSION

8. Developing Affective Awareness
9. Reading Affectively Effectively



608 pages | Paperbound
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978-0-618-88943-3 (US Edition)

Mindscapes: Critical Reading Skills and Strategies

Christine Evans Carter

Mindscapes is a comprehensive college reading preparatory text (**spanning grade levels 10-12**) that takes a metacognitive approach and focuses on how the brain processes information, often referred to as brain-based learning. Since metacognition can best be understood as thinking about “thinking,” the text consistently presents new information with written “think alouds” to model the thought process involved in applying skills and strategies to reading passages. Based on the premise that the brain learns best through organization of information, the text presents the recognition of text structure as a fundamental skill—one that is especially important for students who have limited prior knowledge of a subject. This focus on text structure provides a scaffold onto which developmental-level readers can apply new knowledge. Information is presented in a carefully crafted sequence that serves to build upon prior knowledge and expand understanding of skills and strategies in a recursive manner.

KEY FEATURES

- The text’s unique chapter organization is built on a framework of brain-based learning.
- Themes applied to each chapter act as a way to build prior knowledge.
- Varied practice throughout the book includes the **Thinking It Through** feature, which models a newly learned skill so that students can see and practice in a non-threatening environment. The **On Your Own** feature then challenges students to apply the skill without guidance.
- **Applications** at the end of each chapter provide marginal support and prompt students to practice all the different skills learned in the chapter. To hold students’ interest and to prepare them for the variation they will encounter in their college courses, no two **Applications** have the same apparatus.

TABLE OF CONTENTS

UNIT 1: READING FOR STRUCTURE

(THEME: THE BRAIN: MEMORY, LEARNING AND SUBSTANCE USE)

1. Understanding Structure: Active Reading Strategies
2. Understanding Structure: Patterns of Organization and Supporting Details

UNIT 2: READING FOR MAIN IDEAS

(THEME: COMMUNICATION AND CONFLICT ACROSS CULTURES)

3. Understanding Explicit Main Ideas
4. Understanding Implied Main Ideas

UNIT 3: READING FOR STUDY

(THEME: EDUCATION AND RESPONSIBILITY)

5. Understanding Text Marking and Annotation
6. Understanding Text Note-Taking

UNIT 4: READING CRITICALLY

(THEME: CRIME, MEDICINE AND ETHICS)

7. Understanding Arguments
8. Evaluating Arguments

ALSO AVAILABLE

The Thoughtful Reader, International Edition, 5th Edition

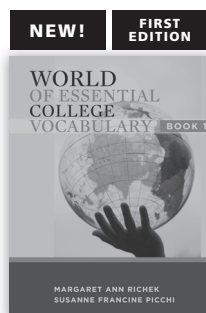
Mary C. Fjeldstad—City University of New York, LaGuardia Community College

480 pages | Paperbound | 7-3/8 x 9-1/4 | ©2009 | 978-1-4240-6901-9 (International Ed)



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Vocabulary Development

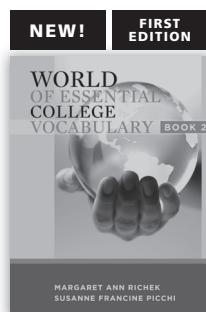


World of Essential College Vocabulary Book 1

Margaret Ann Richek
Susanne Francine Picchi | *Joliet Junior College*

128 pages | Paperbound | 8 1/2 x 10 7/8 | 2-color | ©2013 | Available January 2012 | 978-1-111-83139-4 (US Edition)

Book 1 of this compact, clearly organized, yet inexpensive series can be used stand-alone or bundled with any low or mid-level reading book (**reading levels 8-10**) where more vocabulary coverage is desired.



World of Essential College Vocabulary Book 2

Margaret Ann Richek
Susanne Francine Picchi | *Joliet Junior College*

128 pages | Paperbound | 8 1/2 x 10 7/8 | 2-color | ©2013 | Available January 2012 | 978-1-111-84157-7 (US Edition)

Book 2, designed for **reading levels 10-12**, uses varied practice activities and engaging non-fiction readings to enrich students' general and academic vocabulary.

KEY FEATURES FOR THE TWO-BOOK SERIES

- MP3 files are included with each package so students can hear words properly pronounced and used in context.
- Words taught in one chapter are repeated in others.
- Each book's two-column format allows usage notes, annotations, and visuals.
- PowerPoint slides offer classroom visuals and activities.
- The book is helpful for ESL students, as well as for those who speak English as a first language.

TABLE OF CONTENTS: BOOK ONE

SECTION 1: USING THE DICTIONARY

Introduction Strategy: The Dictionary. Lesson 1: Valuable Words. Lesson 2: Multiple Meaning Words; Valuable Words. Lesson 3: Verb & Noun Words; Valuable Words. Section Review.

SECTION II: USING CONTEXT CLUES

Introduction Strategy: Context Clues. Lesson 4: Compound Words; Valuable Words. Lesson 5: Argument & Agreement; Valuable Words. Lesson 6: Friends & Foes; Valuable Words. Section Review.

SECTION III: COMBINING THE DICTIONARY & CONTEXT

Introduction Strategy: The Dictionary and Context. Lesson 7: Words to Guide College Learning; Valuable Words. Lesson 8: Pairs of Opposites; Valuable Words. Lesson 9: Quantity and Quality; Valuable Words. Section Review.

SECTION IV: UNDERSTANDING WORD PARTS: ROOTS AND SUFFIXES

Introduction Strategy: Roots and Suffixes. Lesson 10: -er, -ist, -ful, & -less. Lesson 11: - non- & un-. Lesson 12 uni-, bi-, tri-, pre- & -post. Section Review.

ADDITIONAL LEARNING AIDS

TABLE OF CONTENTS: BOOK TWO

SECTION I: USING THE DICTIONARY

Introduction Strategy: The Dictionary. Lesson 1: Valuable Words. Lesson 2: Multiple Definition Words; Valuable Words. Lesson 3: Unusual Derivatives; Valuable Words. Section Review.

SECTION II: USING CONTEXT CLUES

Introduction Strategy: Context Clues. Lesson 4: Words from Names & Animals; Valuable Words. Lesson 5: Words from French; Valuable Words. Lesson 6: Contrasting Pairs; Valuable Words. Section Review.

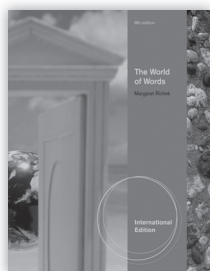
SECTION III: UNDERSTANDING WORD PARTS: PREFIXES

Introduction Strategy: Prefixes. Lesson 7: Sub- & Super-; Valuable Words. Lesson 8: Co- & Dis-; Valuable Words. Lesson 9: In- (in), Ex-, & Counter-; Valuable Words. Section Review.

SECTION IV: UNDERSTANDING WORD PARTS: ROOTS AND SUFFIXES

Introduction Strategy: Roots and Suffixes. Lesson 10: In- (not), Re-; Valuable Words. Lesson 11 De-; Valuable Words. Lesson 12: Valuable Words. Section Review.

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(International Ed)

The World of Words: Vocabulary for College Success, International Edition, 8th Edition

Margaret Ann Richek | *Northeastern Illinois University*

414 pages | Paperbound | 7-3/8 x 9-3/8 | 2-color | ©2011 | A978-0-495-80255-6

This time-tested, top-selling vocabulary textbook not only teaches students the vocabulary they need for academic success but also provides them with the tools to acquire new words independently for years to come. A wealth of easy-to-use and engaging exercises offer in-depth word practice. A focus on three critical skills—dictionary use, context clues, and word elements—builds lifelong word acquisition skills. New online audio exercises hone pronunciation, and an abundance of support materials, including pre-written online tests for every chapter, make life easier for instructors.

TABLE OF CONTENTS

PART I: DICTIONARY SKILLS AND CONTEXT CLUES

1. Words About People
2. Words in the News
3. Words for Feeling, Expression, and Action
4. Other Useful English Words

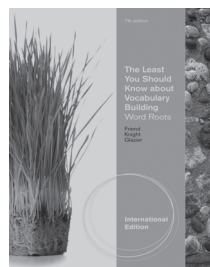
PART II: WORD ELEMENTS

Prefixes, Roots, and Suffixes. Using Word Elements

5. Word Elements: Prefixes
6. Word Elements: People and Names

7. Word Elements: Movement
8. Word Elements: Together and Apart
9. Word Elements: Numbers and Measures
10. Word Elements: Thought and Belief
11. Word Elements: The Body and Health
12. Word Elements: Speech and Writing

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The Least You Should Know about Vocabulary Building: Word Roots, International Edition, 7th Edition

Carol Friend | *Mercer Community College*

Laura Knight | *Mercer Community College*

Teresa Ferster Glazier | *Late, Western Illinois University*

By drawing on words that students already understand, ***The Least You Should Know about Vocabulary Building: Word Roots, Seventh Edition*** teaches vocabulary with minimal time and effort. This text avoids rote memorization techniques and instead highlights the meaningful units within words, giving students a reliable system for recognizing and retaining vocabulary. The book's intuitive design and alphabetical organization make it easy for students to use as a reference tool as well as a textbook.

KEY FEATURES

- **New, more challenging roots cogni/gnos replace tri and tele.** Exercises have been updated and parts of speech added to all definitions throughout the text.
- **Online Flashcards** have been added to the Instructor Companion Website. The test bank has been updated to assist with quiz and test creation.

TABLE OF CONTENTS

1. Increasing Your Vocabulary through Learning Word Roots
2. Where to Find Word Roots in Your Dictionary
3. Changes in Root Spelling
4. How to Use this Book
5. Preliminary Test
6. Word Roots in Alphabetical Order
7. Comprehensive Tests



320 pages | Paperbound
7-3/8 x 9-1/4 | 2-color | ©2012
978-1-111-77075-4 (International Ed)

Building Vocabulary for College, International Edition, 8th Edition

R. Kent Smith

Building Vocabulary for College, Eighth Edition is a vocabulary worktext that helps students increase their academic vocabulary through a practical, reinforcing approach that promotes mastery of the words and word parts studied. Users love the book for its “conciseness yet broadness of application,” its focus on word parts, its non-condescending tone, and its emphasis on academic terms.

KEY FEATURES

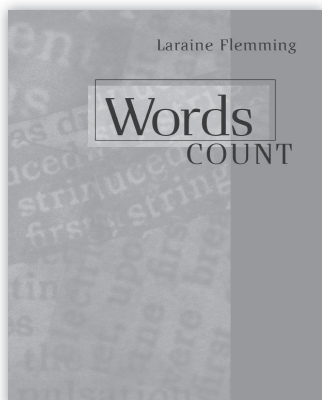
- **Numerous revisions** to words, sentences, exercises, and review tests, including the crossword puzzles, have been made to enhance this text's instructional value and enjoyment for both teachers and students.
- **An updated design** with eye-catching colors, new photos, and other selected features enrich the text's overall visual appeal while adding to its instructional utility.

TABLE OF CONTENTS

PART I: WORD PARTS AND CHALLENGING WORDS

PART II: ACADEMIC TERMS

ALSO AVAILABLE

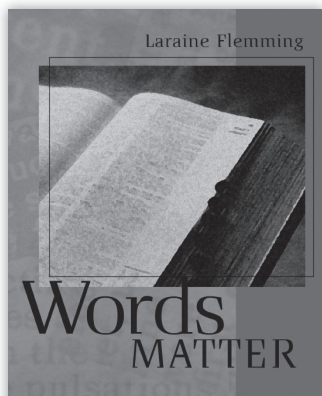


Words Count

Laraine E. Flemming

256 pages | Paperbound | ©2005 | 978-0-618-25861-1 (US Edition)

Flemming teaches key vocabulary terms based on the premise that students learn best by seeing words repeatedly in different context—not through rote memorization. These vocabulary terms appear in increasing levels of difficulty throughout the text and have been carefully selected to highlight essential words that students will frequently encounter in their readings. Extensive practice opportunities appear in each chapter, in addition to end-of-unit tests. Plus, students can take advantage of a CD-ROM featuring over 800 additional vocabulary exercises.



Words Matter

Laraine E. Flemming

432 pages | Paperbound | ©2005 | 978-0-618-25662-4 (US Edition)

Words Matter features a conceptual approach to teaching mid- to high-level vocabulary. Each chapter introduces ten words linked together by theme, such as humor, light, heat, and friendship. This common thread helps students to compare and contrast words related in meaning or structure. As a result, students have multiple opportunities to form connections and anchor each new word and its meaning in their long-term memory. Readings also focus on topics of social and historical importance so that students expand their cultural literacy along with their vocabulary.

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Fusion: Integrated Reading and Writing, Book 1

Dave Kemper | *University of Wisconsin, Milwaukee*

Verne Meyer | *Dordt College*

John Van Rys | *Redeemer University College*

Patrick Sebranek | *University of Wisconsin Whitewater*

This Developmental English book for reading and writing at the paragraph level, designed for **reading levels 8-10**, connects the reading and writing processes so that they are fully reciprocal and reinforcing, using parallel strategies to analyze reading and to generate writing. ***Fusion: Integrated Reading and Writing, Book 1*** teaches specific reading strategies with each essay genre and teaches rhetorical modes of writing as modes of thought. Grammar instruction is integrated in authentic writing, using high interest professional and student models.

KEY FEATURES

- The book consistently connects the reading and writing processes so that they are reciprocal and reinforcing.
- Students are introduced to parallel strategies to analyze reading and to generate writing (e.g., the traits, graphic organizers, questions, outlines, etc.).
- High-interest professional and student writing is included to provide students with models.
- Specific reading strategies are provided for each genre.
- Rhetorical modes of writing are presented as modes of thought.
- Grammar instruction is taught within the context of authentic writing.
- Aplia's innovative and easy-to-use technology offers students interactive learning experiences and immediate feedback and offers instructors innovative teaching materials and automatically graded coursework.

TABLE OF CONTENTS

PART I: READING AND WRITING FOR SUCCESS

1. Academic Reading & Learning

Reading to Learn. Understanding the Reading Process. Using Reading Strategies. Reading Critically. Improving Vocabulary. Reading Graphics.

2. The Rhetoric of Academic Reading

Understanding the Reading Situation. Identifying the Main Idea. Analyzing Supporting Details. Recognizing the Patterns of Organization. Considering Voice and Tone. Analyzing Word Choice and Sentences.

3. Academic Writing & Learning

Writing to Learn. Understanding the Writing Process. Using Writing Strategies. Writing Critically and Logically. Using Technology.

4. The Rhetoric of Academic Writing

Understanding the Writing Situation. Selecting Specific Topics. Establishing a Thesis or Focus. Incorporating Support. Choosing Appropriate Patterns of Organization. Considering Voice and Tone. Addressing Word Choice and Sentences.

5. The Reading-Writing Connection (Summary Chapter)

Analyzing Assignments. Using the Traits.

PART II: READING AND WRITING PARAGRAPHS

6. Summarizing

Understanding Summaries. Learning Reading/Writing Strategies. Reading and Reacting to Summaries. Planning and Writing a Summary. Improving the Summary. Review and Enrichment.

7. Description

Understanding Description. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

8. Narration

Understanding Narration. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

9. Illustration

Understanding Illustration. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.



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10. Definition

Understanding Definition. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

11. Process

Understanding Process. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

12. Classification

Understanding Classification. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

13. Cause-Effect

Understanding Cause-Effect. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

14. Comparison

Understanding Comparison. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

15. Argumentation

Understanding Argumentation. Learning Reading Strategies. Reading and Reacting to a Professional Paragraph. Reading and Reacting to a Student Paragraph. Planning and Writing a Paragraph. Improving the Paragraph. Review and Enrichment.

16. Reading & Writing Essays

Understanding Essays. Learning Reading Strategies. Reading and Reacting to a Professional Essay. Reading and Reacting to a Student Essay. Planning and Writing an Essay. Improving the Essay. Review and Enrichment.

PART III: SENTENCE WORKSHOPS

17. Sentence Basics

Subjects and Verbs. Adjectives and Adverbs. Phrases. Clauses.

18. Simple, Compound, and Complex Sentences

Simple Sentences. Compound Sentences. Complex Sentences.

19. Agreement

Subject-Verb Agreement. Pronoun-Antecedent Agreement.

20. Sentence Problems

Fragments. Comma Splices and Run-Ons. Misplaced and Dangling Modifiers. Shifts in Sentences.

PART IV: WORD WORKSHOPS

21. Nouns

Classes of Nouns. Singular and Plural. Count and Noncount Nouns. Articles and Noun Markers.

22. Pronouns

Personal Pronouns. Indefinite Pronouns. Relative Pronouns. Other Pronoun Types.

23. Verbs

Classes of Verbs. Number and Person of Verbs. Voice of Verbs. Verb Tenses. Verbals.

24. Adjectives and Adverbs

Adjective Questions. Adjective Order. Adverb Questions. Placement of Adverbs.

25. Conjunctions and Prepositions

Coordinating and Correlative Conjunctions. Subordinating Conjunctions. Common Prepositions.

PART V: PUNCTUATION AND MECHANICS WORKSHOPS

26. Commas

In Compound Sentences. After Introductory Words. With Equal Adjectives. Between Items in a Series. With Appositives and Interrupters.

27. Other Common Punctuation

End Punctuation. Apostrophes. Semicolons and Colons. Hyphens. Dashes.

28. Quotation Marks and Italics

Quotation Marks. Italics.

29. Capitalization

Basic Capitalization Rules. Advanced Capitalization Rules.

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Fusion: Integrated Reading and Writing, Book 2

Dave Kemper | *University of Wisconsin, Milwaukee*

Verne Meyer | *Dordt College*

John Van Rys | *Redeemer University College*

Patrick Sebranek | *University of Wisconsin Whitewater*

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KEY FEATURES

- The book consistently connects the reading and writing processes so that they are reciprocal and reinforcing.
- Students are introduced to parallel strategies to analyze reading and to generate writing (e.g., the traits, graphic organizers, questions, outlines, etc.).
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Understanding Narration. Learning Reading Strategies. Reading and Reacting to a Professional Narrative. Reading and Reacting to a Student Narrative. Planning and Writing a Narrative. Improving the Narrative (Revising and Editing). Review and Enrichment.

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15. Argumentation

Understanding Argumentation. Learning Reading Strategies. Reading and Reacting to a Professional Essay. Reading and Reacting to a Student Essay. Planning and Writing an Essay. Improving the Essay. Review and Enrichment.

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Understanding Research. Learning Essay Reading Strategies. Reading and Reacting to Professional Research. Reading and Reacting to a Student Research Report. Planning and Writing a Report. Improving the Report. Review and Enrichment.

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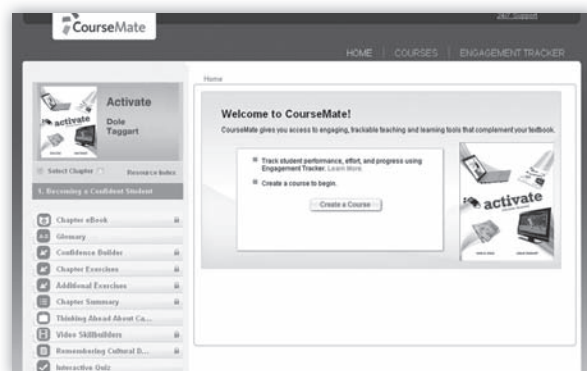
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With the interactive eBook, students can take notes, highlight, search, and interact with embedded media specific to their book. Use it as a supplement to the printed text, or as a substitute—the choice is your students' with CourseMate.

ENGAGEMENT TRACKER

With CourseMate, you can use the Engagement Tracker to assess student preparation and engagement in your course. Use the tracking tools to see progress for the class as a whole or for individual students. Identify students at risk early in the course. Uncover which concepts are most difficult for your class. Monitor time on task with the resources you assign. Keep your students engaged.

For more information about how CourseMate can help you encourage engagement and assess student learning, contact your Wadsworth Cengage Learning representative or visit us online at www.cengage.com/coursemate



Get Your Students Engaged and Motivated with **Aplia for Developmental Reading**



Aplia gets students actively involved with engaging content that reinforces the reading skills they need for success in their college coursework. Students practice identifying main points and supporting details through diverse, high-interest readings paired with questions. Because Aplia gives students immediate feedback on their work, student confidence and motivation increases with every correct answer.

"If the word has the potency to revive and make us free, it has also the power to blind, imprison, and destroy."
—Ralph Ellison

Most people have heard the saying, "Sticks and stones may break my bones, but words will never hurt me." Do you believe this statement? Sometimes words can be just as hurtful and damaging as a physical blow. Words can also be used for good and can forever alter the course of history. Think about Martin Luther King, Jr.'s "I Have a Dream" speech, or John F. Kennedy's "Ask Not What Your Country Can Do for You" speech. These men's words were so powerful that they changed how people thought about race and America as a country.

In the following video, poet, playwright, and essayist Maya Angelou is interviewed by CBS News. The interview took place a few days after Don Imus, an American radio host, was fired for making racist comments about the Rutgers women's basketball team. Listen carefully to Angelou's response and what she says about the power of words.



Answer the following questions based on the video.

When asked if Imus's words would have meant something different if he were black, what was Angelou's response?

☐ She said it would have been worse coming from a black person.

☐ She said it would have been better coming from a black person.

☒ She said that "vulgarity is vulgarity" whether it is coming out of a white, black, or Asian mouth.

Explanation:
She stated that "vulgarity is vulgarity," and does not depend on the race of the person. Angelou said that if something lessens the value of another human being, it is vulgarity.

Aplia book-specific courses are available for many Cengage Learning developmental reading textbooks, ensuring that students are reinforcing and applying the same concepts and skills they are studying in class.

Instant and constructive feedback: For each question that students answer in Aplia, they will receive instant and constructive feedback, reinforcing the concept(s) being addressed in that particular assignment.

Vocabulary in context: While completing Aplia reading assignments, students can click on an unfamiliar word to read a definition, hear the word pronounced, then apply the new vocabulary word in context.

My Practice Reviews

Based on the results of your completed assignments, we've automatically generated reviews for you to practice the questions you need help with. Click on the word after the word in the list to see the definition and audio.

Word Review	Questions	Review
01-01: 00000: The vocabulary	2 questions	Review
01-02: 00000: The vocabulary	2 questions	Review
01-03: 00000: The vocabulary	2 questions	Review
01-04: 00000: The vocabulary	2 questions	Review
01-05: 00000: The vocabulary	2 questions	Review
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01-99: 00000: The vocabulary	2 questions	Review
02-00: 00000: The vocabulary	2 questions	Review

What Is Intelligence, Anyway?

By Isaac Asimov

(1) What is intelligence, anyway? When I was in the army, I received the kind of aptitude () test that all soldiers took and, against a normal of 100, scored 160. No one at the base had ever seen a figure like that, and for two hours they made a big fuss over me. (It didn't mean anything. The next day I was still a buck private with KP—kitchen police—as my highest duty.)

(2) All my life I've been registering scores like that, so that I have the complacent () feeling that I'm highly intelligent, and I expect other people to think so too. Actually, though, don't such scores simply mean that I am very good at answering the type of academic questions that are considered worthy of answers by people who make up the intelligence tests—people with intellectual bents similar to mine?

New! My Practice Reviews generate additional practice questions around your students' areas of weakness, providing each student with an individualized review plan.

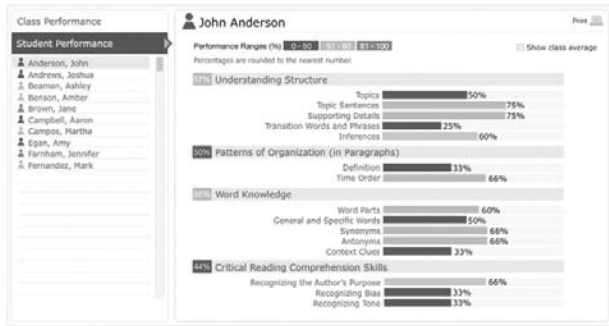


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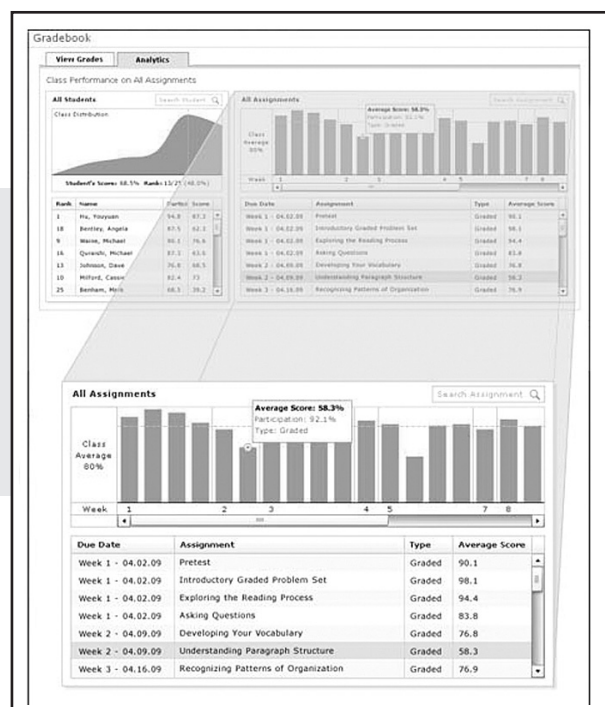
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