



# **BREAKING THROUGH: COLLEGE READING**

TWELFTH EDITION



**BRENDA D. SMITH &  
LEEANN MORRIS**

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# Breaking Through

## COLLEGE READING

TWELFTH EDITION

**Brenda D. Smith**

Professor Emerita, Georgia State University

**LeeAnn Morris**

Professor Emerita, San Jacinto College

*In memory of my Mother and my Father*

—B.D.S.

*To the students whose dreams rest on college success*

—L.M.

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From *Development across the Life Span*, Eighth Edition, by Robert S. Feldman

“Traditional intelligence tests, which yield an IQ score, tend to focus on the ability to use data and previously learned information to solve problems. Yet increasing evidence suggests that a more useful measure than IQ tests, particularly when looking for ways to compare and predict adult success, is the component relating to the context—the aspect of intelligence that has come to be called practical intelligence.”

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From *The Black Collegian*, by Calvin Mackie, PhD

“When I graduated from high school with an 800 Scholastic Aptitude Test (SAT) score and began Morehouse College in remedial reading, there were not too many people betting that four years later I would graduate number one in mathematics. . . .”

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From *Environmental Science: Toward a Sustainable Future*, Thirteenth Edition, by Richard T. Wright and Dorothy F. Boorse

“Fish died in streams, farm animals sickened and died, families were plagued with illnesses and occasional deaths. The birds had disappeared, their songs no longer heard—it was a ‘silent spring.’”

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From *Criminology Today: An Integrative Introduction*, Eighth Edition, by Frank Schmallegger

“Many researchers in the field of criminology have explored and tested the effects of body chemistry on aggressiveness. Likewise, other studies have looked at aspects of the physical environment and their relationship to criminal behavior. Their results have shown consistent relationships between hormones, weather, and criminality.”

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From *The Interpersonal Communication Book*, Thirteenth Edition, by Joseph A. DeVito

“In much of the United States, direct eye contact is considered an expression of honesty and forthrightness. But the Japanese often view eye contact as a lack of respect.”

#### SELECTION 3 • HEALTH 121

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From *Health: The Basics*, Twelfth Edition, by Rebecca J. Donatelle

“On any given day, countless numbers of us get out of bed and resolve to begin to change a given behavior ‘today.’”

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From *Mastering the World of Psychology*, Fifth Edition, by Samuel E. Wood, Ellen Green Wood, and Denise Boyd

*“In fact, consistent sleep habits are probably important to getting good grades. Why?”*

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From *From These Beginnings*, Sixth Edition, Volume Two, by Roderick Nash and Gregory Graves

*“King’s eloquence dramatized the anguish of black history.”*

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From *The Interpersonal Communication Book*, Thirteenth Edition, by Joseph A. DeVito

*“Despite your best efforts, there are times when you’ll say or do the wrong thing and an excuse and/or an apology may be necessary.”*

VOCABULARY ENRICHMENT 290

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From *Biology of Humans*, Sixth Edition, by Judith Goodenough and Betty McGuire

“Imagine growing new heart cells to repair damage from a heart attack. Think about curing Parkinson’s disease by restoring the dopamine-producing neurons that are lacking in such patients. What about generating insulin-producing cells to cure diabetes? . . . These goals may be possible to achieve by using stem cells—cells that continually divide and retain the ability to develop into many types of cells—to produce the needed type of cell. You might think of stem cells as a repair kit for the body.”

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From *Created Equal: A History of the United States, Combined Volume*, Fifth Edition, by Jacqueline Jones et al.

“There are 41 million immigrants and 37.1 million U.S.-born children of immigrants in the United States today. Together, the first and second generations account for one-quarter of the U.S. population.”

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From *Criminal Justice Today: An Introductory Text for the 21st Century*, Twelfth Edition, by Frank Schmalleger; and *Facts and Issues*, “Human Trafficking in Texas: A Study by the League of Women Voters of Texas Education Fund,” Summer 2013  
*“The International Labor Organization, an agency of the United Nations, estimates that there are 12.3 million people in forced labor, bonded labor, forced child labor, and sexual servitude throughout the world today.”*

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From *Your Attitude Is Showing*, Ninth Edition, by Elwood N. Chapman and Sharon Lund O’Neil

*“How can you motivate yourself to live close to your potential despite a negative environment?”*

VOCABULARY ENRICHMENT 389

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From *The Atmosphere: An Introduction to Meteorology*, Twelfth Edition, by Frederick Lutgens and Edward Tarbuck

*“Places such as islands in the South Pacific and the Caribbean are known for their lack of significant day-to-day variations. . . . It is ironic that these relatively tranquil regions occasionally produce some of the most violent storms on Earth.”*

VOCABULARY ENRICHMENT 398

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From *Social Problems*, Sixth Edition, by John J. Macionis

*“Like class, race, and ethnicity, gender shapes just about every part of our lives.”*

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**"JESS'S STORY: THE NEW FACE OF HOMELESSNESS"** (1060L/1229 words) 443

From [www.theshawhouse.org](http://www.theshawhouse.org), by Rick Tardiff

*"The statistics across the country are shocking. National organizations like Homeless Youth Among Us quote well over a million children in the United States are living on the streets or couch surfing on any given day."*

**VOCABULARY ENRICHMENT** 449

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**"OPERATION D-MINUS"** (1010L/1290 words) 451

From *This American Life*, *Huffington Post*, *Houston Chronicle*, and *AnandTech Forums*

*"Justin thought it was good luck that brought this great-looking new girl into his life during his last semester of high school."*

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**"EYEWITNESS TESTIMONY"** (1260L/1060 words) 462

From *Mastering the World of Psychology*, Fifth Edition, by Samuel E. Wood, Ellen Green Wood, and Denise Boyd

*"As you'll see, research on remembering, forgetting, and the biology of memory can help us understand eyewitness testimony."*

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From *Dailymail.com*, by Snejana Farberov

*"Twenty-six years, three months, and 10 days after Ian Manuel, then a 13-year-old boy shot Debbie Baigrie in the face, the two unlikely friends reunited in Florida for Manuel's first meal as a free man."*

**SELECTION 2 • FEATURE NEWS ARTICLE 481****“STUDENTS TAKE UP RESIDENCE IN RETIREMENT HOMES”****(1260L/491 words) 481****From *The Associated Press*, February 24, 2017**

*“For retired art dealer Laura Berick, 81, the gap has been bridged. “Here I came to Judson Manor, where there were young adults. And life sparked,” Berick said after hosting violinist Tiffany Tieu, 27, for lunch at her apartment inside the historic former luxury high-rise hotel.”*

**SELECTION 3 • FEATURE NEWS ARTICLE 484****“DARYL DAVIS: A BLACK MAN BEFRIENDS THE KU KLUX KLAN”****(1190L/1031 words) 484****By Jeffrey Fleishman, *Los Angeles Times*, December 8, 2016**

*“It doesn’t often work, but over the decades Davis, like a man on a quixotic pilgrimage, has collected more than two dozen Klan robes from those who have disavowed white supremacy.”*

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# PREFACE

The twelfth edition of *Breaking Through: College Reading* upholds the philosophy and purpose that undergirded previous editions—to guide students to be independent readers who can understand, digest, and retain the material presented in college-level texts. Like its predecessors, the twelfth edition aims to motivate and equip students to achieve their academic and career goals while building background knowledge. The instructional methods emphasize strategic learning in individual and collaborative contexts. The twelfth edition teaches effective reading techniques; provides extensive practice (within the text and online); provides independent, partner, and group activities; and engages students with reading selections on a variety of topics that are pertinent to the college community.

## WHAT'S NEW IN THE TWELFTH EDITION

- **Ten new long reading selections** complement the previous edition's favorites. Together, the 28 featured readings provide interesting insights into academic disciplines and examples of literary forms. Ten new selections in the areas of criminal justice, health, history, literature, psychology, and science engage readers in the work of these fields. Textbook excerpts, essays, two short stories, and news feature articles represent the various types of writing that college students encounter.

This edition boasts an entirely new **capstone chapter** (Chapter 10 “Surprising Relationships: A Casebook for Applying Reading Skills”) for students to apply the strategies they developed while working through the text. Three selections highlight unusual, surprising relationships and encourage students to identify the characteristics and benefits that made them rewarding. The chapter offers a variety of ways for students to synthesize and present their discoveries. This Chapter 10 casebook follows a successful debut in the eleventh edition, which expanded the casebook of previous editions and integrated it with the rest of the book.

- The twelfth edition also includes newly revised “**Everyday Reading Skills**” sections that close each of the ten chapters. Short and practical, these pieces offer suggestions on handling a variety of common reading tasks such as selecting a book, reading news articles, reading and organizing research materials, and reading editorials, to name a few of the topics discussed.
- Clear, numbered **Learning Objectives** (that tie to bullet points in the **Summary Points** sections), **Collaborative Problem Solving** and **Extended Writing** activities, **Vocabulary Lessons**, **Vocabulary Enrichment**, **Reader's Tips**, and **Everyday Reading Skills** remain as popular features in this edition.
- The longer selections in this book—and the activities and apparatus that bookend them—can be found in **MyLab Reading**. This gives students the opportunity to engage with the readings and submit their work to their instructors online. This integration with MyLab Reading also provides instructors with an easier way of grading and tracking their students' performance.

**Lexile levels** appear next to longer readings and in the Contents to help instructors guide students appropriately. Like grade-level equivalents, Lexiles reflect mechanical elements, such as word and sentence length, but not necessarily concept difficulty. Other factors like the reader's interest, background knowledge, and depth of the concepts should contribute to the instructor's judgment in assigning readings.

## ORGANIZATION OF THE TEXT

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This twelfth edition of *Breaking Through* features clear **Learning Objectives** that provide the framework for each chapter. The learning objectives are numbered by chapter and consecutive sections within the chapters. The system provides for the quick location of information and clear association of the learning objectives to the pedagogy material as well as the items in the Summary Points sections of each chapter.

Following the chapter-opening **Learning Objectives**, each chapter presents instruction and practice exercises, and proceeds with the **Summary Points**. Following the summary points in nine of the ten chapters, three **longer reading selections** are included. Each of these longer selections is accompanied by a wealth of practice exercises that help ground the material taught earlier in the chapters. The longer reading selections are embedded within Chapters 1 and 10 and appear at the ends of Chapters 2, 3, 5, 6, 7, 8, and 9. Chapter 4 is devoted entirely to vocabulary development and does not contain longer selections. The capstone Chapter 10 centers on three related reading selections. Every chapter ends with a **Vocabulary Lesson** and **Everyday Reading Skills** feature.

The twelfth edition of *Breaking Through* is constructed to address students' pressing needs at the beginning of their college experience. **Chapter 1, "Successful Reading,"** contains three critical areas that are fundamental to successful college reading: student success, comprehension test taking, and reading efficiency. Because many colleges now offer student success courses, the material on this topic is streamlined. The coverage of test taking and reading efficiency in Chapter 1 includes fewer exercises, but additional practice appears in **Appendix 5, "Test-Taking Preparation and Practice,"** and **Appendix 6, "Practice for Reading Efficiency."** Foundational material continues in **Chapter 2, "Stages of Reading,"** and **Chapter 3, "Textbook Learning."** In Chapter 3, students are referred to **Appendix 1, "Sample Textbook Chapter,"** for expanded practice in a complete college textbook chapter. **Chapter 4, "Vocabulary,"** focuses on vocabulary strategies, such as context clues and word structure. The chapter also includes practice on dictionary, thesaurus, and glossary use; exercises on analogies; and spelling often confused words.

**Chapter 5, "Topic, Main Idea, and Supporting Details,"** develops recognition of these key text elements through textbook excerpts. Because these aspects of prose are inherently intertwined, **Chapter 6, "Supporting Details and Organizational Patterns,"** extends the work in Chapter 5 and emphasizes supporting details and their relationship to the organizational pattern.

**Chapter 7, "Inference,"** progresses to the next level of reading and thinking with a concentration on inferences and the importance of considering clues, such as the details provided, the language used, and the reader's schemata. **Chapter 8, "Analytical Reasoning,"** brings students to the analysis level, with attention focused on problem solving, analytical reasoning, and interpreting graphic illustrations. **Chapter 9, "Critical Reading,"** challenges students to read critically

by recognizing the author's purpose, point of view, tone, and use of facts and opinions, and recognizing logical fallacies.

**Chapter 10, "Surprising Relationships: A Casebook for Applying Reading Skills,"** is designed as a capstone experience in which students put all of their reading skills to work with a themed collection of readings. The readings explore the characteristics and benefits of three very different and unusual relationships, and consider the behaviors that encourage and nurture them. Students are challenged to analyze these stories and to synthesize their conclusions in a final assignment. The chapter includes a variety of suggested products that will reflect students' thinking.

Six useful **appendixes** provide extension, specific support, and additional practice. They include a full communications textbook chapter, spelling rules, help with figurative language especially directed to ESL students, and extra practice on test taking and reading efficiency.

## MYLAB READING™

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### BREAK THROUGH to Improving Results

Part of the world's leading collection of online homework, tutorial, and assessment products, Pearson MyLab Reading is designed with a single purpose in mind: to improve the results of all higher education students, one student at a time. Used by more than 11 million students annually, Pearson MyLab programs deliver consistent, measureable gains in student learning outcomes, retention, and subsequent course success.

MyLab Reading is designed to reach students in a personal way. Data-driven guidance helps students better absorb course material and understand difficult concepts. Within its structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them develop their reading skills and promotes transference of those skills to college-level work.

Pearson also provides Learning Management System (LMS) integration services so you can easily access MyLab Reading from Blackboard Learn, Brightspace by DL2, Canvas, or Moodle. From a single course section to delivery across an entire institution, we offer the integration, support, and training you need.

#### Learn more about MyLab Reading

<http://www.pearsonmylabandmastering.com/northamerica/>

## SUPPLEMENTS

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Make more time for your students with instructor resources that offer effective learning assessments and classroom engagement. Pearson's partnership with educators does not end with the delivery of course materials; Pearson is there with you on the first day of class and beyond. A dedicated team of local Pearson representatives will work with you not only to choose course materials but also to integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.

Pearson is pleased to offer the following resources to qualified adopters of the twelfth edition of *Breaking Through: College Reading*. Several of these supplements are available to download instantly from the Instructor Resource Center (IRC); please visit the IRC at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc) to register for access.

- **TEST BANK** Evaluate learning at every level. Reviewed for clarity and accuracy, the Test Bank measures this material's learning objectives with multiple-choice, true-false, fill-in-the-blank, short-answer, and essay questions. You can easily customize the assessment to work in any major learning management system and to match what is covered in your course. Word, Blackboard, and WebCT versions are available on the IRC, and Respondus versions are available on request from [www.respondus.com](http://www.respondus.com).
- **PEARSON MYTEST** This powerful assessment generation program includes all of the questions in the Test Bank. Quizzes and exams can be easily authored and saved online, and then printed for classroom use, giving you ultimate flexibility to manage assessments anytime and anywhere. To learn more, visit [www.pearsonhighered.com/mytest](http://www.pearsonhighered.com/mytest).
- **INSTRUCTOR'S RESOURCE MANUAL** Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor's Resource Manual includes learning objectives, lecture and discussion suggestions, activities for in or outside class; research activities; participation activities; and suggested readings, series, and films. Available on the IRC.
- **POWERPOINT PRESENTATION** Make lectures more enriching for students. The PowerPoint Presentation includes a full lecture outline, and photos and figures from the textbook and Revel edition. Available on the IRC.

## ACKNOWLEDGMENTS

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*Brenda D. Smith*  
*LeeAnn Morris*

# Breaking Through

**COLLEGE READING**

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# 1

## Successful Reading

### Learning Objectives

From this chapter, readers will learn:

- 1.1** To prepare mentally for reading success
- 1.2** To adopt successful reading behaviors
- 1.3** To plan for success on reading tests
- 1.4** To recognize types of comprehension questions
- 1.5** To increase reading efficiency

**Everyday Reading Skills:** Using Mnemonics





## THINK SUCCESS

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### 1.1 Prepare mentally for reading success

Are you ready to work on your reading skills? What does it take to become a successful reader? All readers, no matter how good they are at reading, can improve in one way or another. Some readers focus on better comprehension, while others want to expand their vocabulary. Many college students want to finish reading assignments more quickly and effectively. Some just want to pass their school's required reading test. Whether you aim to improve in one or several of these areas, you can be sure your work will pay off because effective reading is an essential, fundamental, and rewarding lifelong skill.

This book focuses on strategies for managing the materials that you will read in college: textbooks, novels, research articles, short stories, news reports, essays, biographies, and how-to manuals. Whether you read them on a page or on an electronic screen, you will need good skills. You can accomplish a lot if you start with a goal, a positive attitude, and a determination to succeed!

#### Set Goals

Start by thinking big. What are your life and career goals? A written reminder placed on your desk, over your bed, on your computer's wallpaper, or on your class notebooks can be an inspiring reminder. How will college help you achieve your dreams?

Next, narrow your focus to reading. How will effective reading help you do well in college? Think about the reading you do now. What do you read? Do you enjoy it? Do you dislike reading? Why? What kind of reading do you expect to do in your college courses? In your dream job? In what area do you most want to improve?

Complete "Personal Feedback 1" on the next page. Share your answers with your classmates and instructor. Then, most important, commit yourself to action!

#### Create a Positive Attitude

Remember that reaching your big dreams requires taking thousands of small steps every day. Your attitude as you take each step will color the results, so why not do so with a positive spirit? Learning is rewarding and fun. It is one of the most satisfying human activities. Although it is sometimes frustrating and challenging, the payoff is worth the struggle. You control your attitude. Remember your dreams, and enjoy the journey!

#### Persevere

Have you heard the expression "Ninety percent of success is just showing up"? In college, in a job, or in a relationship, sometimes truly "showing up" is the key to success. This is easy when things are going well, but it takes determination when things are tough. A college professor once described the results of a student's research study on the difference between students who finished their degrees and those who did not. Do you think it was money? Time? Family support? Intelligence? No! The only difference between those who finished and those who did not was perseverance—sticking with it. Determination to stick with it, even when it was hard, was the most important factor in success. The good news is that perseverance is something each of us controls. Just "showing up" and making a good effort at every step will get us to our goals.

In what ways does Reading 1, "How to Attain Your Goals," show the importance of having a goal, a positive attitude, and perseverance?

**PERSONAL FEEDBACK 1**

Name \_\_\_\_\_

1. In five years, what do you hope to be doing professionally and personally?
  - (a) Professionally: \_\_\_\_\_
  - (b) Personally: \_\_\_\_\_
2. What is your college degree or certificate goal or major? \_\_\_\_\_
3. What kinds of materials do you read? \_\_\_\_\_
4. What do you most enjoy reading? \_\_\_\_\_  
 (Examples: Biographies, science fiction, romance or action novels, poetry, how-to books, history, newspapers, magazines, textbooks, etc.)
5. List three ways in which good reading skills will help in your professional, college, and personal life.
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
6. In which area(s) of reading would you most like to improve? \_\_\_\_\_  
 (Examples: Comprehension, efficiency, vocabulary, test taking, etc.)

Share your responses as directed by your instructor.

**Reading 1****ACHIEVING YOUR GOALS**

*Setting goals for yourself is an important start, but then what? Are you aiming for something that truly reflects your values and your interests, or are you trying to please someone else? Do you have a sincere determination to work toward the goals you have set? Will you be happier when you have reached them? Whether a goal is for the long or short term, honest answers to these questions are critical to your success.*

Psychologists, motivational speakers, life coaches, and a raft of others offer advice about how to go about fulfilling personal ambitions. Their suggestions often reflect solid psychological research and provide helpful inspiration to get you started. In addition, though, some critical thinking on your part will help to sort out the ideas that will transfer to real-life. Consider these important points:

- **Align your goals with your values.** Psychologists agree that happiness is more often the result of meaningful activities than acquiring things. As attractive as wealth and fame might be, consider whether they will provide you a happy and fulfilling life. For example, if you want to be an attorney, providing legal services



through a non-profit agency might be more satisfying to you than winning cases at a high-priced law firm. A recent study in the Proceedings of the National Academy of Sciences concluded that earning more than an average living wage is unrelated to happiness, enjoyment, sadness, or stress. Be honest with yourself about what makes you happy.

- **Focus on the journey, not only on the destination.** Students sometimes think of their time in college as a means to an end rather than a time of living. There is much to be gained from the college experience other than a degree or certificate. Your goals as a student probably include earning good grades. Of course, this is important to completing your educational goals. However, if you focus on learning and embracing new, broadening experiences, you will achieve good grades and enjoy a more meaningful and lasting result.
- **Build your supporting resources.** Everyone needs support for the times when motivation or confidence weaken. Nurture positive relationships. Learn to ask for and accept support from friends, family, teachers, professionals, and faith to get you through the difficulties you will face. Identify resources offered at your school such as tutoring, financial aid, and career services. Even more important, develop your internal resources. Maintain good physical and mental health with regular exercise, healthy eating, consistent routines, and by limiting unproductive distractions.

Above all, remember that achieving your dreams will take time, persistence, and patience. In fact, you will probably find that the process is a series of steps and milestones that change and evolve throughout your entire life. Having and working toward your goals will provide a life that makes you proud!

## EXERCISE 1

### Think and Write

Answer the following questions.

1. In light of what you read in this selection, consider and perhaps revise your answer to the first Personal Feedback 1 question.

Specifically, name (1) your primary professional goal and (2) your primary personal goal:

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2. What barriers might stand in your way?

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3. How will you overcome these barriers? Think about the suggestions in the selection. \_\_\_\_\_

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## ACT SUCCESSFUL

### 1.2 Adopt successful reading behaviors

If 90 percent of success is showing up, what is the remaining 10 percent? One could make a good case that effort—doing something—is the rest of the equation. What actions contribute to success in a reading course? The answer is many of the same efforts that good students make in every course. Adopting the following habits is an excellent start in achieving success in college.

### Manage Your Time

Time management is one of the biggest challenges for many college students. In addition to class readings, writing, test preparation, labs, and other course assignments, students must find time for jobs, family responsibilities, relationships, exercise, a fulfilling social life, and sleep. If this seems difficult to you, take comfort in knowing you are not alone. However, you can also feel confident that you can do it just as millions of other students have done. Here are some time management strategies:

1. **Make a schedule and follow it.** Use the Weekly Time Chart on page 7 or create your own electronic version. Making a few blank copies first will be helpful.
  - Enter all of the activities whose times are repeated each week, like classes, work, and so forth.
  - Calculate the number of hours you are in class each week. Multiply that number by 2 to find the number of hours you should plan for study each week. (Some experts recommend three hours of study for every hour in class. The number will vary depending on how hard the class is for you and the timing of major assignments.)

- Plug in your study hours—all of them. Look for time before, after, and between classes and other scheduled activities. Write “Study reading” or “Study math” in the slots.
- Add your other activities.
- Adjust the plan as needed from week to week, but stick to the basic framework.

**2. Use a to-do list.**

- Each day, jot a list of the things you want to accomplish.
- Put them in priority order, with the most important first. Include tasks that can be done in a few minutes along with those that will take more time.
- Cross out or check items as you finish them. This will give you a sense of accomplishment.

**3. Use a monthly calendar.**

- Enter major assignments, tests, and events for the semester.
- Use this calendar as a reminder for your to-do list. Allow plenty of time in advance to do the big things.

### Reader's **TIP** Time Savers

Make a habit of using time wisely. Analyze your current activities according to the following principles of time management to gain greater control of yourself and your environment.

1. Plan. Keep an appointment calendar. Write a daily to-do list. Use a notepad or an electronic device. Refer to your calendar every night and morning and to your list often during the day.
2. Start work with the most critical activity of the day and move your way down to the least important one.
3. Ask yourself, “What is the best use of my time right now?”
4. Don't do what doesn't need doing.
5. Concentrate completely on one thing at a time.
6. Block out big chunks of time for large projects.
7. Make use of 5-, 10-, and 15-minute segments of time.
8. Keep phone calls and texts short or avoid them.
9. Listen well for clear instructions.
10. Learn to say No! to yourself and others.
11. Limit your online, television, video gaming, and messaging time.
12. Strive for excellence but realize that perfection may not be worth the cost.

### Study the Course Syllabus

The syllabus should be the first reading task in your reading class and in every course you are taking. It might be posted on the college or course website or handed out in class, probably on the first day. The syllabus is a document that explains the purpose and contents of the course and how grades are determined. It contains important information about support services and college rules. Usually, the syllabus also explains your professor's class policies. Just as you are expected to know motor vehicle laws, you are expected to know the rules of your college course.

**WEEKLY TIME CHART**

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8–9 A.M.							
9–10 A.M.							
10–11 A.M.							
11 A.M.–12 P.M.							
12–1 P.M.							
1–2 P.M.							
2–3 P.M.							
3–4 P.M.							
4–5 P.M.							
5–6 P.M.							
6–7 P.M.							
7–8 P.M.							
8–9 P.M.							
9–10 P.M.							
10–11 P.M.							
11 P.M.–12 A.M.							

Tear out and submit to your instructor.

Total hours in class each week \_\_\_\_\_  
 \_\_\_\_\_  $\times 2$  (Number of study hours per class each week)

Total number of study hours to  
 include in the weekly schedule. = \_\_\_\_\_



If your instructor has provided a term calendar of due dates, take time in the first week of class to add them to your monthly calendar. Plan ahead so you have plenty of time to do your best work.

**EXERCISE 2**

Carefully read the syllabus for your reading course and then refer to it to answer the following questions:

1. The rubric, number, and title of this course are \_\_\_\_\_  
\_\_\_\_\_.
2. The professor's name is \_\_\_\_\_. When can you visit the professor's office? \_\_\_\_\_
3. What is the stated purpose of the course? \_\_\_\_\_  
\_\_\_\_\_
4. What materials are required for this course? \_\_\_\_\_  
\_\_\_\_\_
5. How will your grade be determined? \_\_\_\_\_  
\_\_\_\_\_
6. What is the policy on attendance? \_\_\_\_\_
7. Is there a penalty for late work? \_\_\_\_\_
8. Does the syllabus describe any student support services? \_\_\_\_\_. If so, what are they? \_\_\_\_\_  
\_\_\_\_\_
9. What questions do you have about the syllabus or the course? \_\_\_\_\_  
\_\_\_\_\_
10. If your professor included a calendar of due dates, what is the first assignment and when is it due? \_\_\_\_\_  
\_\_\_\_\_

**Preview Your Textbooks**

**Understand How Your Textbook Is Organized so You Can Use It to Your Best Advantage.** Quickly flip through the book to absorb some of its features. Do you see pictures, graphs, text boxes, exercises or other special features? Now glance at the title page. Who is the author, and what are the author's credentials? Examine the table of contents. Do you see any features that are repeated in most or all chapters? Get an idea of the topics that are covered. Look at the end of the table of contents. Are there special sections that may be of use to you? Is there an answer key? An index? A glossary? Do this with every textbook you have.



**EXERCISE 3**

Read the table of contents of this text and glance through the chapters. Notice the format of the chapters and briefly scan the headings. Preview the text to answer the following questions:

1. How many chapters are in this book? \_\_\_\_\_
2. Other than the obvious differences of topics covered, how does the organizational format of Chapter 3 differ from the format of Chapter 4?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the purpose of the Learning Objectives? \_\_\_\_\_  
\_\_\_\_\_
4. What is the purpose of Summary Points? \_\_\_\_\_  
\_\_\_\_\_
5. In which chapter will you find information on making inferences?  
\_\_\_\_\_
6. In Chapter 5, "Topic, Main Idea, and Supporting Details" what other words are sometimes used to mean the same as *main idea*? \_\_\_\_\_  
\_\_\_\_\_
7. Name five college subjects represented in the longer selections at the end of the chapters. \_\_\_\_\_  
\_\_\_\_\_
8. In which chapter will you learn more about patterns of organization?  
\_\_\_\_\_
9. What is the purpose of Appendix 1? \_\_\_\_\_  
\_\_\_\_\_
10. In which chapter will you find hints on time management? \_\_\_\_\_

**Mark Your Textbooks**

**Get the Most from Your Books and Use Them as Learning Tools.** Whether you're reading a print or e-book, be sure to highlight or underline information that you will most likely need to know later. A well-marked textbook is a treasure that you may want to keep as a reference for later courses.

Don't miss an opportunity to learn by being reluctant to mark in your text. Marking your text actively involves you in reading and studying. The small amount of money that you receive in a print textbook resale may not be worth what you have lost in active involvement. Some books, such as this one, are workbooks that include exercises and feedback opportunities. Use this book to practice, to give and get feedback, and to keep a record of your progress.



## TEST SMART ON READING COMPREHENSION

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### 1.3 Plan for success on reading tests

At this point in your life, you have probably taken many reading comprehension tests. These tests are designed to assess your skill in understanding written passages. They differ from **content tests** that measure your knowledge of a subject you have studied. Some comprehension tests are **standardized tests** that are given to thousands of students and are used for college admission or placement. Others are tests given in a reading class to measure progress.

Awareness of test-taking strategies can help you achieve your highest potential. Although some of the following suggestions are obvious, you might be surprised at how often students overlook them. Whether a comprehension test determines placement in college courses or assesses your progress in a reading class, it is important to your future. Give yourself the best chance to do well by following the test-taking tips below.

As you read the next three sections, highlight or underline the key test-taking tips.

#### Before the Test: Prepare Mentally and Physically

Learn as much as you can about the test ahead of time. For example, what form will it take? Reading comprehension tests almost always have a number of reading selections that you have not already seen. Each passage is followed by a set of questions. Also, learn how the test will be given. Will you read and answer questions on a computer or use pencil and paper? Some comprehension tests have a time limit. Find out how much time you will have to finish. Placement tests and other standardized tests often have practice versions. Use them. This will sharpen your skills and show you how best to manage your time. Know how the results will be used. If the test is given for placement in college classes, the score determines the classes you can take. If the test is part of the work in a reading class, your performance will influence your course grade.

When you have learned about the test and have practiced, you're ready to prepare for the physical challenges. Get a good night's sleep the night before and eat healthy, protein-rich meals. These foods will provide your brain with the staying power to focus throughout the test. Avoid foods and drinks that are heavy in sugar, refined carbohydrates, and caffeine. Arrive a little early so that you have time to settle and calm yourself. Avoid comparing test preparation notes with other students. Relax and stay confident in your own preparation.

### During the Test: Relax and Focus

Breathe deeply and slowly, and remind yourself that you are ready. Test anxiety is manageable with good preparation, measured breathing, and visualizing methods. Quickly look over the test to plan your timing and then begin reading the first selection. Most experts advise students to read the selection carefully first. Trying to answer questions before or without reading at all doesn't work. If you have prepared well before test day, you have already predicted the kinds of questions that will appear on the test. Read the selection first and then tackle the questions.

Work steadily while staying alert and focused. Approach each reading as a chance to learn something new or to enjoy the author's style. When you're finished, check to see that you have answered every question. Do not overthink but do change answers that you are fairly sure are wrong. If other students finish before you, ignore them. What matters is giving your best effort, not racing to the finish.

### After the Test: Assess Your Preparation and Learn from Test Results

Many students ignore this phase of test taking, but they are missing an opportunity to improve. Take a moment to assess your preparation. Was it enough? Will you do anything differently next time? Be sure you are present and alert when the test results are given back. Analyze them carefully. In what areas did you do well? Are there certain kinds of questions you missed more often than others? Did you make careless errors? Write notes to yourself about what worked well and what you will do differently next time.

#### Reader's TIP Test Preparation Checklist

As a reminder to use effective preparation strategies on reading comprehension tests, refer to the checklist in Appendix 5. Making several blank copies will allow you to use the checklist every time you take a test.

Your instructor may ask you to turn in the completed checklist.

- Review the list as you begin preparing.
- After the test, honestly complete the checklist.
  - Mark the strategies you used.
  - Write the strategies that worked best.
  - List the strategies you will use next time.

## RECOGNIZE COMMON TYPES OF COMPREHENSION QUESTIONS

### 1.4 Recognize types of comprehension questions

The questions on reading comprehension tests follow certain predictable patterns. For example, almost all passages have one question about the main idea. Learn to recognize the types of questions and how to answer them. Put yourself in the place of the test writer. What methods did he or she use when creating correct answers and incorrect distractors? Well-written distractors are tempting but incorrect answers that force the test taker to use knowledge and logic. The following section gives you practice and guidance on taking reading comprehension tests.

The passage below is a typical comprehension test selection. Approach it as you would a test passage by focusing your attention and marking important points. When you have finished reading it, think about the main point its author is making. Continue by studying the tips on recognizing and answering the six major question types: main idea, detail, inference, author's purpose, vocabulary, and essay questions. All the questions refer to Reading 2. The marginal notes reflect a reader's possible thought processes.

### Reading 2

#### SALTWATER SLAVES

*What is this about?  
Time frame?*

*5 Stages*

*Stage 2?*

*Stage 3*

*Very descriptive. All  
senses involved*

*Luck and personal  
strength*

*Inhuman*

The grim transatlantic voyage was different for every person. Still, the long nightmare of deportation contained similar elements for all. The entire journey, from normal village life in Africa to slavery beyond the ocean, could last a year or two. It unfolded in at least five stages, beginning with capture and deportation to the African coast. The initial loss of freedom—the first experience of bound hands, harsh treatment, and forced marches—was made worse by the strange landscapes and unfamiliar languages. Hunger, fatigue, and anxiety took a steady toll as young and old were marched slowly toward the coast through a network of traders.

The next phase, sale and imprisonment, began when a group reached the sea and African traders transferred “ownership” of the captives. European buyers put them in iron chains alongside hundreds of other captives. After several months, canoes transported the captives through the surf to a waiting vessel. (Their hands were bound, so if a canoe capsized, it meant certain drowning.) Once aboard, the captives might have suffered in the sweltering hold for weeks while the captain cruised the coast in search of additional human cargo. Crew members sometimes raised nets surrounding the deck to prevent attempts at escape or suicide.

The ship's captain decided when to begin crossing the Atlantic Ocean, the frightening third phase that was the middle passage. The Africans below deck were trapped in the dark, crowded, and stinking hold. The rolling of the ship on ocean swells brought seasickness and painful *chafing* from lying on the bare planks. Alexander Falconbridge, who sailed as a surgeon on several slave ships, recorded that “those who are emaciated frequently have their skin and even their flesh entirely rubbed off, by the motion of the ship, from the . . . shoulders, elbows and hips so as to render the bones quite bare.”

Historians have documented more than 27,000 slave voyages from Africa to the Americas, and in each one, many factors came into play to shape the Atlantic crossing. These included the route, the season, the adequacy of supplies, the crew's skills, and the ship's condition. The resolve of the prisoners, the possibility of piracy and ocean warfare, and the ravages of disease also became factors. A change in weather conditions or in the captain's mood could mean the difference between life and death.

While the grim details varied, the overall pattern remained the same. The constant rolling of the vessel; the sharp changes in temperature; the crowded, filthy conditions; and the constant physical pain and mental anguish took a heavy toll. Pregnant mothers gave birth or miscarried; women were subjected to abuse and rape by the crew. Sailors threw the dead to the sharks and even used corpses as bait, catching sharks that they then fed to the captives.

Stage 4

Stage 5 Kindness or  
practicality?

Like soldiers today?

How would a slave  
trader tell the  
story?

What is the main  
point?

For the starving survivors of the Atlantic ordeal, two further stages remained in their descent into slavery: the selling process and the time called “seasoning.” The selling process on American soil could drag on for weeks or months, as prospective owners examined and prodded the newcomers in dockside holding pens. Those purchased were wrenched away from their shipmates with whom they had formed strong links during their miseries at sea. Slaves often were auctioned in groups, or parcels, to ensure sale of the weak along with the strong. A final journey brought them to the particular plantation where many would work until they died.

Most Africans did not begin their forced labor immediately. Instead, they entered a final stage, known as “seasoning,” which lasted several months or longer. The newcomers were known as “saltwater slaves,” in contrast to “country-born slaves” who had grown up in America from birth. Seasoning gave newcomers time to mend physically and begin absorbing a new language. Inevitably, many suffered from what we call “posttraumatic stress disorder,” or PTSD.

As adults and children recovered from the trauma of the middle passage, they faced a series of additional shocks: foreign landscapes, strange foods, unfamiliar tasks, and even new names. Worst of all, fresh arrivals met a master or overseer who was determined to turn them into obedient servants. Repeatedly, the powerful stranger used force to demand the slaves’ obedience, destroy their hope, and crush any thoughts of resistance.

—From *Created Equal: A History of the United States*,  
Fourth Edition, by Jacqueline Jones et al.

## Main Idea Questions

Main idea questions ask you to identify the author’s main point. These questions are often stated in one of the following forms:

The best statement of the main idea is . . .

The author’s main point is . . .

The author is primarily concerned with . . .

The central theme of the passage is . . .

Incorrect responses to main idea items fall into two categories: (1) Some are too broad or general. They suggest that the passage includes much more than it actually does. For example, for a passage describing the hibernation of goldfish in a pond during the winter, the title “Fish” would be much too general to describe the specific topic. (2) Other incorrect answers are too narrow. They focus on details within the passage that support the main idea. The details may be attention getting and interesting, but they do not describe the central focus. They are tempting, however, because they are direct statements from the passage.

If you have difficulty understanding the main idea of a passage, reread the first and last sentences. Sometimes, but not always, one of these sentences will give you an overview or focus.

### EXERCISE 4

Answer the following main idea items on the passage about “saltwater slaves.” Then read the handwritten remarks describing the student’s thinking about whether a response is correct.

- \_\_\_\_\_ 1. The best statement of the main idea of this passage is
- a. Slavery in America

(Too broad and general)

- b. Slaves suffered seasickness, abuse, and horrible pain during the ocean crossing.

*[Important detail, but the statement does not reflect the entire passage.]*

- c. Historians have documented more than 27,000 slave voyages from Africa to the Americas, and in each one, many factors came into play to shape the Atlantic crossing.

*[Tempting, but only talks about the Atlantic crossing, not the other stages of the journey.]*

- d. The traumatic journeys of captured Africans and their arrival in America as “saltwater slaves” happened in stages over a year or two.

*[Forms an “umbrella” that covers all of the major parts of the passage.]*

For more help answering main idea questions, refer to “Answering Topic and Main Idea Test Questions” in Chapter 5, page 189; for additional practice, refer to Appendix 5, page 530.

## Detail Questions

Detail questions check your ability to understand material that is directly stated in the passage. To find or double-check an answer, note a key word in the question and then quickly glance at the passage for that key word or a synonym. When you locate the key word, reread the sentence for clarification. Detail questions fall in the following patterns:

The author states that . . .

According to the author . . .

According to the passage . . .

All of the following are true except . . .

A person, term, or place is . . .

Incorrect answers to detail questions tend to be false statements. Test writers like to use pompous or catchy phrases stated directly from the passage as distractors. Such phrases may sound authoritative but mean nothing.

## EXERCISE 5

Answer the following detail question on the passage about “saltwater slaves.” Then note the handwritten remarks reflecting the thinking about whether a response is correct.

- \_\_\_\_\_ 1. According to the passage, “saltwater slaves” experienced all of the following stages *except*

*[Note the use of “except”; look for the only false item to be the correct answer.]*

- a. a stage when they waited in America to be sold.

*[This is the fourth stage described in the selection.]*

- b. the crossing of the Atlantic ocean in a slave ship.

*[The passage describes the horrible details of this third stage.]*

- c. a forced march across land from their home villages.

*[This is the first stage described in the passage.]*



- d. sailing immediately upon arrival at the sea from their villages.

*(After the land journey, they were sold and sometimes waited weeks on the ship before sailing. This is the only false statement, so it has to be the answer.)*

For additional practice answering detail questions, refer to Appendix 5, page 530.

## Inference Questions

An inference is something that is suggested or implied but not directly stated. Clues in the passage lead you to make assumptions and draw conclusions. Items testing implied meaning deal with the attitudes and feelings of the writer that emerge as if from behind or between words. Favorable and unfavorable descriptions suggest positive and negative opinions toward a subject. Sarcastic remarks indicate the motivation of characters. Look for clues that help you develop logical assumptions. Inference questions may be stated in one of the following forms:

The author believes (or feels or implies) . . .

It can be inferred (deduced from clues) from the passage . . .

The passage (or author) suggests . . .

It can be concluded from the passage that . . .

Base your conclusion on both what is known and what is suggested. Incorrect responses to implied meaning items tend to be false statements that lack logical support.

### EXERCISE 6

Answer the following inference questions on the passage about “saltwater slaves.” Then note the handwritten remarks reflecting the thinking about whether a response is correct.

- \_\_\_\_\_ 1. The author believes that
  - a. the slave trade should have been stopped sooner.  
*(The details present a negative picture, but the passage says nothing to propose this.)*
  - b. the slave trade flourished only because slavery was legal in the United States.  
*(Although this might be true, the passage does not discuss the reasons for the slave trade or describe other destinations for slave ships. The word “only” suggests a false statement.)*
  - c. the slave trade was wrong.  
*(The very negative emotional language and details suggest the author feels strongly that the slave trade was immoral.)*
  - d. some captives escaped from the slave traders.  
*(Some probably did escape, but the passage does not mention this.)*

For additional practice answering inference questions, refer to Appendix 5, page 530.

## Author’s Purpose Questions

The purpose of a passage is not usually stated. Instead, it is implied and is related to the main idea. In responding to a purpose item, you are answering the



question, “What was the author’s purpose in writing this material?” The tone of the passage and the type of publication (textbook, newspaper editorial, or novel, for example) are good clues.

**EXERCISE 7**

Reading comprehension tests tend to include three basic types of passages, each of which suggests a separate set of purposes. Study the notes about the three types shown in the Reader’s Tip box and answer the question on the “saltwater slaves” passage. Then note the handwritten remarks reflecting the thinking about whether an answer is correct.

## Reader’s TIP Types of Test Passages

### Factual Passages

**What?** Science, sociology, psychology, or history articles

**How to Read?** Read for the main idea and do not get bogged down in details. Remember, you can look back.

**Author’s Purpose?**

- To inform
- To explain
- To describe

*Example:* Textbooks

### Opinion Passages

**What?** Articles with a particular point of view on a topic

**How to Read?** Read to determine the author’s opinion on the subject. Then judge the value of the support included and decide whether you agree or disagree.

**Author’s Purpose?**

- To argue
- To persuade
- To condemn
- To ridicule

*Example:* Newspaper editorials, advertisements, many blog and media posts

### Fiction Passages

**What?** Articles that tell a story

**How to Read?** Read to understand what the characters are thinking and why they act as they do.

**Author’s Purpose?**

- To entertain
- To narrate
- To describe
- To shock

*Examples:* Novels and short stories

- \_\_\_\_\_ 1. The author's purpose in writing this passage is
- a. to entertain the reader with an interesting account of the slave trade.  
*[The passage is interesting, but it seems to be from an American history textbook and is probably not meant for entertaining reading.]*
  - b. to inform the reader of the conditions in the stages of Africans' journey to becoming slaves in America.  
*[The passage focuses on the stages of the journey and on the horrible conditions. It appears to be from a textbook, so the purpose is most likely to inform and explain.]*
  - c. to persuade the reader to oppose slavery in any form.  
*[The descriptions are horrifying, but no position on slavery is stated.]*
  - d. to condemn modern forms of slavery.  
*[The passage is about the Africa-to-America slave trade. It says nothing about slavery today.]*

For additional practice answering author's purpose questions, refer to Appendix 5, page 530.

### Vocabulary Questions

Vocabulary items test your general word knowledge as well as your ability to figure out meaning by using context clues. Vocabulary items are usually stated as follows:

As used in the passage, the best definition of \_\_\_\_\_ is . . .

Both word knowledge and context are necessary for a correct response. Go back and reread the sentence before the word, the sentence containing the word, and the sentence after the word to be sure that you understand the context and are not misled by unusual meanings. Be suspicious of common words such as *industry*, which seems simple on the surface but can have multiple meanings.

### EXERCISE 8

Answer the following vocabulary question on the passage "saltwater slaves." Then note the handwritten remarks reflecting the thinking about whether an answer is correct.

- \_\_\_\_\_ 1. As used in the third paragraph, the best definition of *chafing* is
- a. splinters.  
*[This could happen from lying on wood planks, but Falconbridge's quote suggests something else.]*
  - b. disease.  
*[This wouldn't necessarily happen from lying on bare planks, and it doesn't fit with the surgeon's comment.]*
  - c. muscle soreness.  
*[Falconbridge's quote suggests damage to the skin, not the muscles.]*
  - d. rubbing away of the skin.  
*[This would happen if a person lay on wood planks for a long time. It fits with the surgeon's comment.]*

For additional practice answering vocabulary questions, refer to Appendix 5, page 530.

## Essay Questions

Essay questions are not common in reading comprehension tests that are used for college admission or placement, such as SAT, ACT, COMPASS, and so on. However, your reading instructor is likely to ask for written responses to assigned readings and test passages. The following tips can help you respond well.

### EXERCISE 9

Consider the following question about “saltwater slaves” as you respond to the items below. Reading the handwritten notes that explain some answer choices will help you think through the process of responding to an essay question.

List and describe the stages that slaves from Africa usually experienced as they traveled from their home to American plantations.

**Read the Question Carefully.** Be sure you are clear about what you are expected to write.

- \_\_\_\_\_ 1. Which of the following is the best focus for your answer to the essay question above?
- a. The terrible conditions on the ship during the Atlantic crossing  
*[This is just one of the stages in the journey.]*
  - b. The five stages of the journey, in order  
*[This responds directly to the question.]*
  - c. The feelings of confusion, fear, and sadness that the African must have experienced  
*[The question asks about the stages, not for a general description of feelings. They can be mentioned in the description of each stage or as a closing.]*
  - d. The physical hardships of the journey  
*[This can be mentioned in the descriptions, but the focus should be on what happened in each stage.]*

**Notice Key Words in the Question.** Essay questions commonly use certain key action words. The list below gives hints about how to respond to an essay question.

*Compare:* List the similarities.

*Contrast:* Note the differences.

*Criticize:* State your opinion and stress the weaknesses.

*Define:* State the meaning and use examples so the term is understood.

*Describe:* State the characteristics so the image is vivid.

*Diagram:* Make a drawing that demonstrates relationships.

*Discuss:* Define the issue and elaborate on the advantages and disadvantages.

*Evaluate:* State positive and negative views and make a judgment.

*Explain:* Show cause and effect and give reasons.

*Illustrate:* Provide examples.

*Interpret:* Explain your own understanding of and opinions on a topic.

*Justify:* Give proof or reasons to support an opinion.

*List:* Record a series of numbered items.

*Outline:* Sketch the main points with their significant supporting details.

*Prove:* Use facts to support an opinion.

*Relate:* Connect items and show how one influences another.

*Review:* Give an overview with a summary.

*Summarize:* Retell the main points.

*Trace:* Move sequentially from one event to another.

- \_\_\_\_\_ 2. The key words in the essay question about “saltwater slaves” suggest which of the following plans?
- Explain your opinions on the topic of slavery.
  - Show cause and effect and give reasons.
  - Name the five stages of the journey and describe what happened in each one.
  - Connect items and show how one influences another.

**Reword the Question to Form the First Sentence of Your Essay Answer.** This method makes the main point clear and helps you stay on track as you write the rest of the answer.

- \_\_\_\_\_ 3. Which of the following is the best opening sentence for your essay response?
- Slaves from Africa usually experienced five stages in the journey from their home to plantations in America.
  - Slaves experienced terrible conditions on the way to America.
  - The history of slavery in America included much human suffering.
  - The first stage of the journey to slavery in America began with capture from home in African villages.

**Organize Your Answer Before You Write.** A brief informal outline will guide your writing and might even earn points if you are unable to finish the full written answer.

- \_\_\_\_\_ 4. Which of the following best guides an answer to the essay question?
- Stage 1 Capture  
Stage 3 Middle passage  
Stage 4 Sale in America  
Stage 5 PTSD  
*(Not enough information about each stage; Stage 2 missing)*
  - Stage 1  
Stage 2  
Stage 3  
Stage 4  
Stage 5  
*(No description of the stages)*

- c. Stage 1  
 Stage 2  
 Stage 3 Middle passage  
 Ocean crossing  
 Terrible conditions in the ship's hold  
 Stage 4  
 Stage 5 Seasoning  
 Physical recovery, adjustment, PTSD  
 Forced into obedience  
*(Good information on Stages 3 and 5 but not enough for the others)*
- d. Stage 1 Capture and march to the sea  
 Bound hands, harsh treatment  
 Stage 2 Sale and imprisonment  
 Dangerous transport from shore to ship  
 Stage 3 Middle passage  
 Ocean crossing  
 Terrible conditions in the ship's hold  
 Stage 4 Selling process in America  
 Could take weeks/months  
 Stage 5 Seasoning  
 Physical recovery, adjustment, PTSD  
 Forced into obedience  
*(All stages and descriptions included)*

**Use Formal Language, Correct Spelling, and Correct Grammar.** Expect this as the standard for every academic assignment. You are not texting or posting on social media. Use paragraph form unless the question suggests something else (e.g., to draw a time line of the slave journey.)

**Write for Points.** Essay test grades almost always depend on a **rubric**—a set of expectations with points attached. For this essay on “saltwater slaves,” a rubric like this might be used:

15 points total:

10 points for the names and descriptions of the five stages (2 points each)

3 points for an opening sentence that restates the question

2 points for formal style, spelling, and grammar

5. Using the rubric above, assign a grade to each of the following answers to the question:

List and describe the stages that slaves from Africa usually experienced as they traveled from their home to American plantations. \_\_\_\_\_

\_\_\_\_\_

**Essay #1: Grade \_\_\_\_\_**

\_\_\_\_\_ Name and description of each stage (0–10 points)

\_\_\_\_\_ Opening sentence (0–3 points)

\_\_\_\_\_ Formal style, spelling, grammar (0–2 points)

Whew! The life of a slave was really hard. First, they were taken from their homes. Next, they were moved to ships and traveled over the ocean to America. The journey was very hard and many people got sick. Next, they arrived in America and got sold. At the plantation they had a chance to get better, but they had PTSD and tons of work to do the rest of their life.

### Essay #2: Grade \_\_\_\_\_

\_\_\_\_\_ Name and description of each stage (0–10 points)

\_\_\_\_\_ Opening sentence (0–3 points)

\_\_\_\_\_ Formal style, spelling, grammar (0–2 points)

Slaves from Africa usually experienced five stages in the journey from home to plantations in America. First, they were captured from their home villages by slave traders, bound with ropes, and marched cruelly over land to the sea. On arrival they were sold to European buyers and transported to waiting ships. They often endured this second stage trapped for weeks in the heat until the captain set sail. The third stage, the middle passage, was the Atlantic Ocean crossing. The conditions during this phase were especially horrible due to disease, illness, abuse, and physical injury, and many died. The fourth stage began when the ship docked in America. There buyers examined the slaves and settled on sale prices. Finally, when slaves arrived at their owner's plantation, the "seasoning" stage began. During this time slaves recovered their health, began to adjust to their new surroundings, and were forced into obedience. These "saltwater slaves," slaves born in Africa, suffered traumatic physical and emotional hardships during these five stages of their journey.

For additional practice answering essay questions, refer to Appendix 5.

## READ EFFICIENTLY

### 1.5 Increase reading efficiency

College students often wish that they could finish their reading assignments more quickly while still understanding the material. If you are not zipping through a book at 1,000 words per minute, does it mean you are a slow reader? No! If you don't score 100 percent on comprehension questions, does it mean you did not understand what you read? No! Speed and comprehension depend on your reason for reading. Can you improve your reading speed and comprehension? Yes! It is possible to improve both. This text focuses mostly on improving comprehension, but the next section offers some good strategies for improving speed while maintaining comprehension goals.

### Match Rate to Purpose

Efficient readers adjust their speed and reading technique to match the material and their purpose for reading it. Surely, you do not read everything the same way, do you? Do you approach a textbook reading assignment in the same way as webpage? Do you read a novel like you read a memo from your boss? A textbook assignment requires complete comprehension and recall, so an efficient reader takes time to read carefully and thoroughly. A webpage, on the other hand, most likely holds passing interest and can be read very quickly. A novel that you are reading for pleasure does not demand remembering all the characters and plot details, but a memo from your boss deserves close attention.

The following chart illustrates the point of efficient reading.

**EFFICIENT READING: ADJUSTING RATE AND TECHNIQUE TO MATERIAL AND PURPOSE**

Material	Purpose for Reading	Technique	Rate
Textbooks	Complete comprehension and long-term recall	Study reading (thorough, careful note taking)	Slow
Novels	Pleasure—short-term recall	Standard (usual, personal method)	Medium (baseline rate)
News and magazine articles, Internet pages	General information, main ideas, and major details	Skimming (reading titles, headings, and first sentences only)	Fast
Television schedule, Internet surfing, Googling, dictionary, reference books, etc.	Specific information	Scanning (focusing only on needed information)	Fastest

**Increase Reading Rate**

Efficient readers know that the most important reading goal is achieving their desired level of understanding. That said, it is possible to increase reading speed and still accomplish your comprehension goal. Adopting certain reading habits will improve speed in every reading situation. Practice the tips in this section, and if you want to work harder on reading speed, refer to the extra practices in Appendix 6. Begin here by determining your baseline reading rate.

**EXERCISE 10**

Read the following selection at your normal reading speed and aim for four correct answers out of the five at the end of the reading. Time your reading so that you can calculate your words-per-minute rate. Use a stopwatch or a watch with a second hand. Record your starting time in minutes and seconds. When you have completed the selection, record your finishing time in minutes and seconds. Answer the questions that follow and use the chart to determine your rate.

Starting time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds

**Reading 3****COMMON CAUSES OF COLLEGE STRESS**

Although everyone feels stress, life events and situations do not affect everyone the same way. Our personalities, past experiences, and gender all influence how we perceive situations and cope with stress. Regardless of these differences, you can learn ways to deal effectively with the stress in your life.

Recognizing the everyday life situations that contribute to your stress level is important in managing stress. The pressure of performing well in classes, along with competing deadlines for papers, projects, and tests, can be a source of stress, especially if you do not have strong time-management skills. Choosing a major and planning for your future after graduation are also stressful processes. Making use of career counseling services and talking with your professors and faculty advisors can help you find the best options in light of your strengths and interests.

**INTERPERSONAL RELATIONSHIPS**

Interpersonal relationships often change when you enter college. If you relocate to attend college, getting connected within the college community and developing new relationships can be stressful. Leaving family and friends can also be a challenge. Even if you did not relocate, your existing relationships still might be affected as you balance school, work, friends, family, and other responsibilities.



## FINANCES

Financial responsibilities can be a source of stress during many stages of college life. Costs associated with tuition, fees, and books are high, and you may have to rely on loans to assist with college expenses. Work-study arrangements or other jobs can relieve some of the financial burden, but they place additional demands on your already limited time. Work demands can be a significant source of stress because they affect relationships, time, and schoolwork. Also, when selecting your major, you have to consider the job opportunities and earning potential of the career paths that interest you. The need to attend graduate school or take low-paying or nonpaying internships can further add to financial strain and stress. Learning financial management skills can help reduce stress. Budgeting and planning for expenses are important skills to develop. Avoiding credit card debt also reduces the stress of the financial burden of college.

## OTHER STRESSORS

Other common college stressors include traffic, parking on campus, and adjusting to college life. Students with families have the combined stresses of balancing work and family responsibilities with the demands of school. Nontraditional students may feel out of place and experience stress related to those feelings. Students with disabilities may face stressors in trying to navigate a campus that might not adequately accommodate their specific situation.

In addition to balancing the demands of school, work, and relationships, some students engage in activities, such as spending too much time online, that negatively affect productivity and, in turn, may lead to stress. Excessive online game playing or social media interactions can increase stress levels by interfering with effective time management. A relatively new source of stress is cyberbullying, in which a student is threatened or humiliated via electronic communication.

(479 words)

—*Total Fitness and Wellness*, Seventh Edition,  
by Scott K. Powers and Stephen L. Dodd

Finishing time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds

Reading time in seconds = \_\_\_\_\_

Words per minute = \_\_\_\_\_ (see Time Chart)

### TIME CHART

Time in Seconds and Minutes	Words per Minute
60 (1 min.)	479
80	359
90	319
100	287
110	261
120 (2 min.)	240
130	221
140	205
150	192
160	180
170	169
180 (3 min.)	160
190	151

Answer the following with *T* (true) or *F* (false).

- \_\_\_\_\_ 1. According to the passage, gender can influence the way a person copes with stress.
- \_\_\_\_\_ 2. For college students, one common stressor is choosing a major field of study.
- \_\_\_\_\_ 3. The passage discusses causes of stress in college but does not mention any solutions.
- \_\_\_\_\_ 4. Changes in personal relationships are generally not a source of stress for students who attend college in their hometown.
- \_\_\_\_\_ 5. Spending too much time online is mentioned as a common stressor.

Were you able to read normally and answer four out of the five questions correctly? Analyze your reading experience in this exercise. Did you maintain your focus on the reading? Did you find yourself going back to reread it at times? The following sections offer good strategies that will increase your reading rate and thus increase your reading efficiency.

### Be Aggressive—Attack!

Grab that book, sit up straight, and try to get some work done. Don't be a passive reader who watches the words go by but lacks understanding and involvement. Be active. Look for meaning with a strong intellectual curiosity and try to get something out of what you read. Drive for the main idea.

Faster reading does not mean poorer comprehension. Moderate gains in speed usually result in improved comprehension because you are concentrating and thinking more.

### Concentrate

Our eyes cannot actually read. We read with our minds. Thus, getting information from the printed page comes down to concentration. The faster you read, the harder you must concentrate. It is like driving a car at 75 miles per hour as opposed to 35 miles per hour. You are covering more ground at 75 miles per hour, and it requires total concentration to keep the car on the road. Faster reading is direct, purposeful, and attentive. There is no time to think about anything except what you are reading.

Both external and internal distractions interfere with concentration. External distractions are the physical things around you. Are you in a quiet place? Is the television on? Can you hear people talking on the telephone? Are you being interrupted by someone asking you questions? You can control most external distractions by prior planning. Be careful in selecting your time and place to study. Choose a quiet place and start at a reasonable hour. Set yourself up for success.

Internal distractions, however, are much more difficult to control. They are the thoughts in your mind that keep you from concentrating. Again, prior planning will help. Keep a to-do list as described earlier in this chapter. Making a list and knowing that you will recheck it will help you stop worrying about your duties and responsibilities. Make an effort to spend more time *doing* something than *worrying* about something.

Visualizing can also help concentration. If you are reading about ostriches, visualize ostriches. As much as possible, try to see what you read as a movie. Use your imagination and all five of your senses to improve your comprehension.

**EXERCISE 11**

In the list below, the key word is in boldface. Among the words to the right, mark the one most similar in meaning to the key word. In this exercise, you are looking quickly for meaning. This will help you think fast and effectively.

1. <b>recall</b>	read	guide	remember	fail	forgive
2. <b>sanitary</b>	new	fine	equal	clean	straight
3. <b>physician</b>	health	doctor	coward	elder	teacher
4. <b>motor</b>	car	horse	wagon	shine	engine
5. <b>first</b>	primary	last	finally	only	hard
6. <b>look</b>	stick	serve	glance	open	wait
7. <b>usual</b>	common	neat	best	cruel	kindness
8. <b>quick</b>	noisy	near	fast	finish	give
9. <b>annoy</b>	logic	make	win	disturb	set
10. <b>shout</b>	cry	action	most	fear	force

### Stop Regressions

A **regression** is going back and rereading what you have just finished. Does this ever happen to you? Certainly, some textbook material is so complex that it requires a second reading, but most of us regress even when the material is not that complicated. The problem is simply “sleeping on the job.” Your mind takes a nap or starts thinking about something else while your eyes keep moving across the page. Hence, halfway down the page, you wonder, “What am I reading?” and you plod back to reread and find out. Then, after an alert rereading, the meaning is clear, but you have lost valuable time.

Regression can be a habit. You know you can always go back and reread. Break yourself of the regression habit. The next time you catch yourself going back to reread because your mind has been wandering, say, “Halt, I’m going to keep on reading.” This will put more pressure on you to pay attention the first time. Remember, reading the assignment twice takes double the time. Try to reread only when it is necessary for difficult material.

### Avoid Vocalization

**Vocalization** means moving your lips as you read. It takes additional time and is generally a sign of an immature reader. A trick suggested by specialists to stop lip movement is to put a slip of paper in your mouth. If the paper moves, your lips are moving, and you are thus alerted to stop the habit.

**Subvocalization** refers to the little voice in your head that reads out loud for you. Even though you are not moving your lips or making any sounds, you hear the words in your mind as you read. Some experts say that subvocalization is necessary for difficult material, and others say that fast readers are totally visual and do not need to subvocalize. The truth probably lies somewhere between the two. You may find that in easy reading you can eliminate some of your subvocalization and only hear the key words, whereas on more difficult textbook material, subvocalization reinforces the words and gives you better reading comprehension. Because your work will be primarily with textbook reading, do not concern yourself with subvocalization at this time. In fact, sometimes you may need to read particularly difficult textbook passages aloud in order to understand them fully.

## Expand Fixations

Your eyes must stop for you to read. These stops, which last for a fraction of a second, are called **fixations**. If you are reading a page that has twelve words to a line and you need to stop at each word, you have made twelve fixations, each of which takes a fraction of a second. If, however, you can read two words with each fixation, you will make only half the stops and thus increase your total reading speed.

You might say, “How can I do this?” and the answer has to do with peripheral vision. To illustrate, hold up your finger and try to look only at that finger. As you can see, such limited vision is impossible. Because of peripheral vision, you can see many other things in the room besides your finger. Research has shown that the average reader can see approximately 2.5 words per fixation.

Read the following phrase:

in the barn

Did you make three fixations, one on each word, or did you fixate once? Now read the following word:

entertainment

How many fixations did you make? Probably one, but as a beginning reader in elementary school, you most likely read the word with four fixations, one for each syllable. Your use of one fixation for *entertainment* dramatizes the progress you have already made as a reader and indicates the ability of the eyes to take in a number of letters at one time. The phrase *in the barn* has nine letters, whereas *entertainment* has thirteen. Does it make any sense to stop three times to read nine letters and once to read thirteen? Again, the reason we do so is habit. If you never expected or tried to read more than one word per fixation, that is all you are able to do.

The key to expanding your fixations is to read phrases or thought units. Some words seem to go together automatically and some don't. Words need to be grouped according to thought units. Your fixation point, as shown by the dot in the following example, will be under and between the words forming the thought unit, so your peripheral vision can pick up what is on either side of the point.

Read the following paragraph by fixating at each indicated point. Notice how the words have been divided into phrase units.

### FASTER READING

A faster                      reading speed                      is developed                      through practice  
 •                      •                      •                      •  
 and concentration.                      Your reading rate                      also depends  
 •                      •                      •  
 on how much                      you know                      about a subject.  
 •                      •                      •

### EXERCISE 12

In the following list, the key phrase is in boldface. Among the words on the line below, mark the phrase that is most similar in meaning to the key phrase. This exercise will help you increase your eye span and grasp meaning quickly from phrases.

1. **to have your own**

wish for more

share with others

keep for yourself

be harmed by fire

2. **finish a task**

lessen the impact

clean the attic

turn on the lights

complete a job

3. **sing a song**

hum a tune

work for pleasure

leave for vacation

wish on a star

4. **manage a business**

lose your job

lock the door

seek employment

run a company

5. **sit for a while**

make ends meet

rest in a chair

learn new ways

fall into bed

**Use a Pen as a Pacer**

Using a pen to follow the words in a smooth, flowing line can help you set a rhythmic pace for your reading. In elementary school, you were probably taught never to point at words, so this advice may be contrary to what you have learned. However, it can be an effective speed-reading technique.

The technique of using a pen as a pacer is demonstrated in the following example. Use a pen to trace the lines shown so that it goes from one side of the column to the other and returns in a Z pattern. Because you are trying to read several words at a fixation, it is not necessary for your pen to go to the extreme end of either side of the column. After you have finished, answer the comprehension questions with *T* (true) or *F* (false).

**EXAMPLE****BREAKING FOR MEMORY**

Researchers have found that taking a series

of short breaks during a long

study period can enhance memory

and thus improve your recall

of the information. The breaks should be

a complete rest from the task

and should be no longer than

ten minutes. You may choose

to break every 40 or 50 minutes.

During your break, you will experience

what experts call memory consolidation

as the new information is linked

and organized into knowledge networks.

According to some experts, deep breathing

and relaxation exercises can also help

by improving the flow of oxygen to the brain.

(100 words)

Time in seconds = \_\_\_\_\_

- \_\_\_\_\_ 1. Fifty-minute breaks are recommended during long study periods.
- \_\_\_\_\_ 2. Memory consolidation means improving the flow of oxygen to the brain.

**EXPLANATION** The answers are (1) *false* and (2) *false*. Although it may seem awkward at first, practice using a pen to read in a Z pattern on light material such as newspaper or magazine articles to get accustomed to the technique. It will not only force you to move your eyes faster, but it will also improve your concentration and keep you alert and awake.

Try using your pen as a pacer for the first five or ten minutes of your reading to become familiar with the feeling of a faster, rhythmical pace. When you tire, stop the technique, but try to keep reading at the same pace. If you feel yourself slowing down later in the reading, resume the technique until you have regained the pace. This is a simple technique that does not involve expensive machines or complicated instruction, and *it works!* Pacing with the Z pattern *will* increase your reading speed.

### EXERCISE 13

Read the following passage using your pen as a pacer in the Z pattern. Answer the comprehension questions with *T* (true) or *F* (false).

#### Passage 1

#### CHECK THE FACTS . . . OR ELSE

When journalist Ann Curry was invited to deliver the commencement address at Wheaton College in Norton, Massachusetts, her research strategy led to an embarrassing moment: "I decided to mention all the great people who graduated from the school. I went to the computer and added the names. It was only later that I discovered that none of those people had gone to Wheaton College in Norton, Massachusetts. They had graduated from Wheaton College in Wheaton, Illinois." Curry acknowledged her mistake and apologized to the school. The lesson? Don't assume that the hits from Internet searches necessarily yield the information you are seeking. Check your facts.

(104 words)

—From *Communication: Principles for a Lifetime*, Sixth Edition, by Steven A. Beebe, Susan J. Beebe, and Diana K. Ivy

Time in seconds = \_\_\_\_\_

- \_\_\_\_\_ 1. Ann Curry made an embarrassing mistake.
- \_\_\_\_\_ 2. The point of the passage is that checking information from Internet searches is essential.



## Passage 2

### I HAVE A SENSE OF HUMOR

According to the journalist Norman Cousins, laughing is internal jogging, and when you laugh, you are exercising all your internal organs. Not only does laughter feel good, it is essential to good health and a sense of well-being. Cousins has good reason to believe this. Some years ago he was diagnosed with a terminal illness and given just two months to live. Instead of spending his precious time remaining in the hospital, he checked into a hotel and watched, read, or listened to every humorous movie, book, and audiotape he could get his hands on. He virtually laughed himself well. Many years later, still in excellent health, Cousins was convinced, as were his doctors, that laughter accounted for his recovery! In fact, the medical school at UCLA invited him to join its faculty to teach interns how to lighten up.

Cousins' amazing story holds a lesson for all of us. We can all stand to lighten up a little—to find the genuine humor in an embarrassing moment, in a mistake, in a situation that is so serious that we need to laugh to keep from crying. Humor at its best means being able to laugh at yourself. Look for opportunities to see the lighter side of life and to share the experience of being human with others who can laugh with you, not at you. Cultivate the habit of walking on the “light” side of life.

(237 words)

—From *The Career Fitness Program: Exercising Your Options*,  
Seventh Edition, by Diane Sukiennik et al.

*Time in seconds* = \_\_\_\_\_

- \_\_\_\_\_ 1. Norman Cousins had humorous movies, books, and audiotapes brought to his hospital room to speed his recovery.
- \_\_\_\_\_ 2. Cousins was invited to teach student interns about humor.

### Preview before Reading

Do not start reading without looking over the material and thinking about what you need to accomplish. Think about the title and glance over the material, looking for key words and phrases. Read the boldface and italic type. Decide what you think the selection is going to be about and what you want to know when you finish it. What is your prior knowledge on the subject? Prepare to add new information or change existing ideas. A few minutes spent on such an initial survey will help you read more purposefully and thus more quickly.

### Set a Time Goal for an Assignment

Each time you sit down to do an assignment, count the number of pages you need to complete. Estimate the amount of time it will probably take you and then look at the clock and write down your projected finishing time. Make your goal realistic and pace yourself so that you can achieve it. Having an expectation will help you speed up your reading and improve your concentration. Do not become an all-night victim of Parkinson's law, which states that the job expands to fit the time available. Don't allow yourself all night or all weekend to read twenty-five pages. Set a goal and then try to meet it.

### Practice

You cannot improve your running speed unless you get out and run. The same is true with reading. To learn to read faster, practice faster reading techniques every day.

## SUMMARY POINTS

### 1.1 How can I prepare mentally for reading success? (pages 2–5)

Think like a winner. Set long-term career and college goals and then work back to your reading class. Approach reading and learning with a positive attitude. Persevere—stick to your goals—especially when it is difficult.

### 1.2 What are some key behaviors for reading success? (pages 5–9)

Learn to manage your time by creating a schedule for study and other activities and using it. Use a to-do list and a monthly calendar, too. Study the course syllabus carefully. Preview the textbook for every class and develop the habit of marking it as you read.

### 1.3 How can I plan for success on reading tests? (pages 10–11)

Before the test, learn as much as you can about it. Use practice tests if they are available. During the test, relax and focus. Manage your time as you read the passages and then answer the questions. After the test, take time to analyze your preparation. Review the test when it is returned and analyze the results to avoid repeating mistakes on the next test.

### 1.4 How can I recognize and answer types of comprehension questions? (pages 12–21)

**Main idea:** Ask what point the author's major details make about the topic. Incorrect answers are too broad or too narrow. The first and last sentences might be clues.

**Detail:** Look for key words in the question. Verify your answer by checking back in the passage.

**Inference:** Use logic and the clues in the passage that support your answer.

**Author's purpose:** The type of passage suggests the writer's purpose. Determine whether the passage type is factual, opinion, or fiction.

**Vocabulary:** Reread the sentences surrounding the word and use the context clues to determine its meaning.

**Essay:** Read the question carefully, looking for key action words. Reword the question to start the response. Organize your answer before writing. Use formal language and write for points.

### 1.5 How can I improve my reading efficiency? (pages 21–29)

Match your reading rate to the material and your purpose for reading. Develop and practice efficient reading habits: Be aggressive, concentrate, stop regressions, avoid vocalization, expand fixations, use a pen as a pacer, preview before reading, and set a time goal.



**Form a five-member group and select one of the following activities. After reading this chapter, brainstorm and then outline your major points. Create a poster or a brief skit to present your findings.**

- Make a list of the top ten ways to fail a reading class.
- Make a list or demonstrate with a skit some common roadblocks that students face in a reading class and how to get around them.
- Model a conversation between a successful and an unsuccessful reading test taker about what went wrong and what went right.
- Make a chart or create a demonstration showing common distractions that students face when they are completing a reading assignment and how to combat them.

## Using Mnemonics

**Mnemonics** is a technique that helps you organize and recall. It works by stimulating your senses through pictures, sounds, rhythms, and other mental “tricks” to create extrasensory “handles” or hooks that make it easier for your brain to arrange and retrieve information. Given a list of 12 nouns to remember, students who link them in a story remember more than students who just try to memorize them as unrelated items. Weaving such a story is called *narrative chaining* because the technique links, organizes, and gives meaning to unrelated items. The following are suggested mnemonic techniques for college learning.

### Reading Aloud

Although you may not think of reading aloud as a mnemonic, you use additional senses when you read out loud. Memory experts explain that your eyes *see* the material on the page and your ears *hear* the information. Your mouth, tongue, lips, and throat *feel* the sensation of speaking the words. This is particularly effective for studying lecture notes after class or before an exam.

### Writing It Down

Writing works in a similar way to reading aloud because you feel your hand transcribing the information. Thus, summarizing, annotating, note taking, outlining, and mapping add sensory steps to learning. Always take notes during a class lecture to reinforce the spoken information.

### Creating Acronyms

Create **acronyms**—using the first letter of each word you want to remember. A well-known example of this technique is using HOMES to remember the great lakes: *Huron, Ontario, Michigan, Erie, Superior*.

### Creating Acrostics

Form a sentence in which the first letter of each word corresponds to the first letter of each word in a list you want to remember. For example, *my very eager mother just served us nuts* is an **acrostic** for remembering the eight planets in our solar system: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune* in order of their distance from the Sun. Silly and unusual acrostics can be especially easy to remember.

### Using Rhythms, Rhymes, and Jingles

Use rhythms, rhymes, and jingles to create additional handles for your brain to use to process and retrieve. Most students never forget the year Christopher Columbus came to America because they learned the rhythmic rhyme, “In fourteen-hundred-and-ninety-two/Columbus sailed the ocean blue.”

## Making Associations

Make a connection between seemingly unrelated ideas by using pictures, non-sense ideas, or connected bits of logic. For example, two easily confused words are *stationary*, which means standing still, and *stationery*, meaning letter-writing paper. To remember the difference, note that *stationary* is spelled with an “a,” which relates to the “a” in *stay*; *stationery* is spelled with an “e,” which relates to *letters*.

## Conjuring Mental Images

Create a picture, perhaps a funny picture, just as you would on a vocabulary concept card. Picture a *voracious* reader as a shark greedily eating a book.

## Using Key Word Images

To learn foreign-language vocabulary, use the sound of the new word to relate to an image of a known word. For example, the Spanish word for horse is *caballo*, which is pronounced *cab-eye-yo*. Associate *eye* as the key word and picture a horse with only one large eye looking into a taxi cab.

### EXERCISE 1

1. Create an association to remember that *cereal* is a breakfast food and *serial* is a numerical order. \_\_\_\_\_  
\_\_\_\_\_
2. Create an acrostic to remember the elements that make up the vast majority of molecules in living things: carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. \_\_\_\_\_  
\_\_\_\_\_
3. Create a rhyme or jingle to remember that World War II ended in 1945.  
\_\_\_\_\_

### Reader's TIP

### Remembering Information

- Hook information to mental signs that are easy to remember.
- Link information to other information that you already know.
- Sense information by touching, writing, or speaking.
- Rehearse information by writing and speaking to yourself.

# 2

## Stages of Reading

### Learning Objectives

From this chapter, readers will learn:

- 2.1** To understand and use the elements of the reading process
- 2.2** To preview before reading
- 2.3** To integrate schemata and new knowledge during reading
- 2.4** To apply active recall methods after reading
- 2.5** To assess your progress as a learner

**Everyday Reading Skills:** Selecting a Book





## WHAT IS THE READING PROCESS?

### 2.1 Understand and use the elements of the reading process

In the past, experts thought of reading comprehension as a *product*. They assumed that if you could pronounce the words fluently, you would automatically be able to comprehend them. Instruction focused on practicing and checking for the correct answers rather than on explaining comprehension skills. Newer approaches, by contrast, teach reading comprehension as a *process* in which you use your understanding of different skills and stages to achieve an understanding of the whole. Students are now taught how to predict upcoming ideas, activate existing knowledge, relate old information with new, form a main idea, and make inferences.

#### Schemata: The Power of Prior Knowledge

Experts say that prior knowledge is the most important factor in reading comprehension. Thus, if you know very little about a subject, the initial reading in that area will be difficult. The good news, however, is that the more you know, the easier it is for you to read and learn. Every new idea added to your framework of knowledge about a subject makes the next reading assignment on the topic a little bit easier.

Students who already know a lot about history may think that American history assignments are easy. But students who perhaps excel in science and know little history might disagree. Because of prior knowledge, most students would probably agree that senior-level college courses are much easier than freshman survey courses.

Your prior knowledge on a subject is a schema. According to theory, a **schema** (plural, *schemata*) is the skeleton of knowledge in your mind on a particular subject. As you expand your knowledge, the skeleton grows. Here's another way to think about a schema: A schema is like a computer chip in your brain that holds everything you know on a particular subject. You pull it out when the need arises, add to it, and then return it to storage.

Your preview of the material will help you know which "computer chips" to activate. Call on what you already know and blend it with the new ideas. If you embellish the new thoughts with your past experience, your reading will become more meaningful.

Students tend to know more than they think they know. No matter how unfamiliar the topic may seem, you can probably provide some small link from your own experience. Pick up the signals from the written material and use them to retrieve prior knowledge and form a link of understanding with the next text.

#### EXAMPLE

Read the following sentence and activate your schema. Identify a knowledge link. Briefly describe an idea or image that comes to mind.

Cuba became an obsession of American policy makers in 1959, when Fidel Castro and rebels of his 26th of July Movement ousted America's longtime ally Fulgencio Batista.

—From *A People and a Nation* by Mary Beth Norton et al.

#### EXPLANATION

You may know little Cuban history, but you might know that Miami, Florida, has a large and flourishing Hispanic population, begun by people who left Cuba. Do you know why they left Cuba? Link this knowledge of Cubans in Florida to the new information. How has the relationship between Cuba and the United States changed over the years?