

Preface: To the Instructor

We all know that many students entering college today do not have the reading and thinking skills needed to do effective work in their courses. For any one of a number of reasons, their background in reading is limited. At the same time, their concerns and interests are those of other college students. These students need to develop their reading skills through the use of adult-level materials.

Groundwork for College Reading with Phonics, Fourth Edition, is designed to develop effective reading and clear thinking. To do so, the book is divided into four parts, each described below.

Part I presents a series of essential word skills:

- Consonants: The rules governing consonants, including single consonants, blends, digraphs, and silent letter combinations
- Vowels: The rules governing long and short vowels
- Syllables: Principles of breaking words into syllables
- Word parts: Common prefixes, suffixes, and roots

Part II begins with a chapter on basic matters: having the right attitude, learning key study skills, and developing a reading habit. The nine chapters that follow present a sequence of skills that college students need to master:

- Knowing how to use the dictionary
- Understanding vocabulary in context
- Recognizing main ideas
- Identifying supporting details
- Locating main ideas in different parts of a passage
- Understanding relationships that involve addition and time
- Understanding relationships that involve examples, contrast, and cause and effect
- Making inferences
- Evaluating arguments

Each chapter in Parts I and II features clear explanations and illustrations of the material or skill in question, followed by a series of practices. Each chapter ends with three review tests, with the third test in each case being a reading selection.

Following each chapter in Parts I and II are six mastery tests. As much as possible, the tests progress in difficulty, giving students the added practice and challenge they may need to learn a skill.

Part III consists of five additional readings that will help improve both reading and thinking skills. Each reading is followed by a series of *Vocabulary Questions* and *Reading Comprehension Questions* that ask students to apply the skills presented in Part II. In addition, an *Outlining, Mapping, or Summarizing* activity after each reading helps students think carefully about the basic content and organization of the selection. *Discussion Questions* then provide instructors one more opportunity to engage students in various reading and thinking skills and to deepen their understanding of a selection.

Part IV consists of twelve combined-skills tests. The tests provide a review of the comprehension skills in Part II and help prepare students for the standardized reading exam that is often a requirement at the end of a semester.

Finally, the **Appendixes** include writing assignments for each of the four reading selections in Part I, the ten reading selections in Part II, and the five reading selections in Part III. These assignments will help students understand that reading, writing, and thinking are closely connected skills.

Important Features of the Book

- **Focus on the basics.** The book seeks to explain, in an extremely clear, step-by-step way, the essential elements of each skill. Many examples are provided to ensure that students understand each point. In general, the focus is on teaching the skills—not just on explaining them and not just on testing them.
- **Frequent practice and feedback.** In the belief that progress is made largely through abundant practice and careful feedback, this book includes numerous activities. Students can get immediate feedback on the practice exercises in Parts I and II by turning to the limited answer key at the back of the book. The answers to the review and mastery tests in Parts I and II, the reading questions in Part III, and the combined-skills tests in Part IV are in the *Instructor's Manual*.

The limited answer key increases the active role that students take in their own learning. Also, they are likely to use the answer key in an honest

and positive way if they know that they may be tested on the many activities and selections for which answers are not provided. (Answers not in the book can be easily copied from the *Instructor's Edition* or the *Instructor's Manual* and passed out at the teacher's discretion.)

- **High interest level.** Dull and unvaried readings and exercises work against learning. Students need to experience genuine interest and enjoyment in what they read. Teachers as well should be able to take pleasure in the selections, for their own good feeling about them can carry over favorably into class work. The readings in the book, then, have been chosen not only for the appropriateness of their reading level but also for their compelling content. They should appeal to a wide range of students—developmental students, students for whom English is a second language, and Adult Basic Education students. They also take into account the diverse backgrounds of such students.
- **Ease of use.** The logical sequence in each chapter—from explanation to example to practice to review tests to mastery tests—helps make the skills easy to teach. The book's organization into distinct parts also makes for ease of use. Within a single class, for instance, instructors can work on a particular skill in Part I or II, review another skill with a mastery test, and provide variety by having students read one of the selections in Part III. The limited answer key at the back of the book also makes for versatility: it means that an instructor can assign parts of each chapter for self-teaching. Finally, the mastery tests—each on its own tear-out page—and the combined-skills tests make it a simple matter for a teacher to test and evaluate student progress.
- **Integration of skills.** Students do more than learn the skills individually in Parts I and II. They also learn to apply the skills together through the reading selections in Parts I, II, and III and through the combined-skills tests in Part IV. They become effective readers and thinkers by means of a good deal of practice in applying a combination of skills.
- **Online exercises.** As they complete each skills chapter, students are invited to go online to the Townsend Press website to work on two additional practice exercises that reinforce what has been taught in the chapter.
- **Thinking activities.** Thinking activities—in the form of outlining, mapping, and summarizing—are a distinctive feature of the book. In addition, three discussion questions at the end of each reading selection encourage student reflection, as do the writing activities that are provided for each selection.

- **Supplementary materials.** The three helpful supplements listed below are available at no charge to instructors who have adopted the text. The two print supplements can be obtained quickly by calling Townsend Press (1-800-772-6410), by sending a fax on school letterhead to 1-800-225-8894, or by e-mailing Customer Service at cs@townsendpress.com.

1 An *Instructor's Edition*—chances are that you are holding it in your hand—is identical to the student book except that it also provides hints for teachers (see the front of the book), answers to all the practices and tests, and comments on most answers. *No other book on the market has such detailed and helpful annotations.*

2 A combined *Instructor's Manual and Test Bank* includes suggestions for teaching the course, a model syllabus, and readability levels for the text and the reading selections. The test bank contains **four** additional mastery tests for the skills chapters in Part I and Part II—all on letter-sized sheets so they can be copied easily for use with students.

3 *Online exercises* provide two additional mastery tests for most of the skills in Parts I and II of the book. The exercises contain a number of user-and instructor-friendly features: brief explanations of answers, a sound option, frequent mention of the user's first name, a running score, and a record-keeping score file.

- **One of a sequence of books in the TP reading series.** *Groundwork for College Reading* and *Groundwork for College Reading with Phonics* are the basic texts in the series. They are suitable for ESL students and basic adult learners.

Ten Steps to Building College Reading Skills is often the choice for a first college reading course.

Ten Steps to Improving College Reading Skills is an intermediate text appropriate for the core developmental reading course offered at most colleges.

Ten Steps to Advancing College Reading Skills is a higher-level developmental text than the *Improving* book. It can be used as the core text for a more advanced class, as a sequel to the intermediate book, or as a second-semester alternative to it.

Finally, *Ten Steps to Advanced Reading* is the most advanced text in the series. It can also be used as a sequel (or a second-semester alternative) to either the *Improving* or the *Advancing* text.

A companion set of vocabulary books, listed on the copyright page, has been designed to go with the TP reading books. Recommended to accompany this book is *Groundwork for a Better Vocabulary*.

Together, the books and their full range of supplements form a sequence that should be ideal for any college reading program.

To summarize, *Groundwork for College Reading with Phonics, Fourth Edition*, provides a sequence of key skills to help developmental college students become independent readers and thinkers. Through an appealing collection of readings and a carefully designed series of activities and tests, students receive extensive guided practice in the skills. The result is an integrated approach to learning that will, by the end of a course, produce better readers and stronger thinkers.

Changes in the Fourth Edition

- **Major chapter additions.** Three chapters newly added to the book are “Getting Started,” “Inferences,” and “The Basics of Argument.” To make room for the new chapters, there are five fewer readings in what is now Part III of the book. Instructors should note that another version of this book is now available: *Groundwork for College Reading* does not cover phonics and word parts but contains a full set of ten readings in Part II.
- **Fresh materials.** Almost three-quarters of the practice materials in the book are new, along with seven new readings. All the chapters in Parts I and II now begin with a preview titled “This Chapter in a Nutshell.” Chapters that have undergone considerable revision include “Dictionary Use,” “Main Ideas,” and the two chapters on relationships, now titled “Signal Words I” and “Signal Words II.”
- **Greater visual appeal.** The fourth edition uses illustrations, cartoons, book covers, and photographs to provide practice in or reinforcement of comprehension skills. The materials are not just visual window dressing; they serve a meaningful pedagogical purpose. In addition, more color, as well as boxes, rules, and screens, is used to highlight material. The book is more visually friendly without becoming visually cluttered.
- **Alternate editions.** Instructors now have two choices available: editions of the book with or without phonics, depending on the backgrounds and needs of the students in their classes. In contrast to *Groundwork for College Reading with Phonics*, *Groundwork for College Reading* has one additional reading but does not include the four chapters on phonics and word parts.

Acknowledgments

Bill Broderick and I worked together on the first two editions of this book; in the third edition, most of the changes were his own. Now, seven years later, and after Bill's untimely passing, I have thoroughly revised the book. However, Bill's name remains on the cover as a tribute to this dedicated and caring teacher whose respect for life was evident not only in his commitment to students, but also in his advocacy for the humane treatment of animals.

For this revision, I am grateful for helpful suggestions provided by the following reviewers: Shirley Carpenter, Richard J. Daley College; Herbert Chambers, Rowan-Cabarrus Community College; Susan Clark, Metropolitan Community College—Longview; Marcella Farina, University of Central Florida; Bonnie Helberg, Cerritos College; Teresa Ward, Butte College; Karma Williams, Atlanta Technical College; Sherry Wilson, Crowder College; and Barbara Yanofsky, Three Rivers University.

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It is always a special pleasure to work with people who aspire toward excellence. With help from my colleagues in the teaching profession and at Townsend Press, I have been able to create a much better book than I could have managed on my own.

John Langan